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BULLETIN OF DUKE UNIVERSITY

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THE GRADUATE SCHOOL OF ARTS AND SCIENCES



1928-1929

ANNOUNCEMENTS FOR 1929-1930

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BULLETIN
OF
DUKE UNIVERSITY

THE GRADUATE SCHOOL
OF ARTS AND SCIENCES



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ANNOUNCEMENTS FOR 1929-1930

DURHAM, NORTH CAROLINA

1929

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UNIVERSITY CALENDAR

1929

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| June | 10. Monday—Registration of students for Summer School, first term. |
| June | 11. Tuesday—Instruction begins for Summer School, first term. |
| July | 4. Thursday—Independence Day—a holiday. |
| July | 19-20. Friday, Saturday—Final Examinations for Summer School, first term. |
| July | 22. Monday—Instruction begins for Summer School, second term. |
| Aug. | 28-29. Wednesday, Thursday—Final Examinations for Summer School, second term. |
| Sept. | 13-14. Friday, Saturday—Admission of new students to the Freshman Class. |
| Sept. | 14. Saturday, 4 P.M.—First regular faculty meeting of the academic year. |
| Sept. | 18. Wednesday—First semester begins. |
| Sept. | 18. Wednesday—Registration of matriculated students. |
| Sept. | 19. Thursday—Recitations begin. |
| Sept. | 20-21. Friday, 9 A.M. to 1 P.M., 2:30 P.M. to 5 P.M., Saturday, 9 A.M. to 1 P.M.—Registration of graduate students. |
| Oct. | 3. Thursday—Benefactor's Day. |
| Nov. | 1. Friday—Last day for submitting subjects for Master's theses. |
| Nov. | 11. Monday—Armistice Day—part holiday—Public exercises. |
| Nov. | 28. Thursday—Thanksgiving Day—A holiday. |
| Dec. | 11. Wednesday—Duke University Day. |
| Dec. | 19. Thursday, 1 P.M.—Christmas recess begins. |

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| Jan. | 2. Thursday, 8:30 A.M.—Instruction is resumed. |
| Jan. | 27. Monday—Mid-year examinations begin. |
| Jan. | 31. Friday—Last day for matriculation for second semester. |
| Feb. | 1. Saturday—Second semester begins. |
| Feb. | 22. Saturday—Washington's birthday—Civic Celebration—a holiday. |

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| Mar. | 15. | Saturday—Last day for applying for University fellowships, graduate assistantships, and graduate scholarships. |
| Apr. | 17. | Thursday, 4 P.M.—Easter recess begins. |
| Apr. | 22. | Tuesday, 8:30 A.M.—Instruction is resumed. |
| May | 1. | Thursday—Last day for submitting theses for degree of Doctor of Philosophy. |
| May | 20. | Tuesday—Last day for submitting theses for degrees of Master of Arts and Master of Education. |
| May | 27. | Tuesday—Final examinations begin. |
| June | 1. | Sunday—President's address to graduating class. |
| June | 2. | Monday—Annual meeting of the Board of Trustees. |
| June | 2. | Monday evening—Graduating orations. |
| June | 3. | Tuesday morning—Commencement sermon. |
| June | 3. | Tuesday afternoon—Alumni address—meeting of Alumni Association. |
| June | 3. | Tuesday evening—Alumni exercises. |
| June | 4. | Wednesday morning—Commencement address; graduating exercises. |
| June | 4. | Wednesday afternoon at sunset—Lowering of the Flag by the graduating class. |

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** A candidate for the degree of Doctor of Philosophy, June 1929.

† Tenure begins September 1, 1929.

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Note: The list is arranged in two groups. The first contains the professors, associate professors, and assistant professors. The second comprises the instructors. The order of the names in each group, with the exception of the President, is that of seniority.

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- CLEMENT VOLLMER, A.B., A.M., Ph.D. Faculty Apartments
Professor of German
- JOHN WINDER CARR, Jr., A.B., A.M., Ph.D. 602 Buchanan Boulevard
Associate Professor of Education
- GYFFORD DAVIDSON COLLINS, A.B., A.M. 2011 University Drive
Assistant Professor of Physics
- F. G. HALL, A.B., A.M., Ph.D. 1012 Dacian Ave.
Professor of Zoölogy
- FRANKLIN P. JOHNSON, A.B., A.M., Ph.D. Faculty Apartments
Assistant Professor of Greek
- CHARLES E. LANDON, A.B., A.M., Ph.D. 903 Sixth St.
Assistant Professor of Economics and Economic Geography
- FRANK KIRBY MITCHELL, A.B., A.M. 214 Swift Ave.
Assistant Professor of English
- ERNEST WILLIAM NELSON, A.B., A.M., Ph.D. Beverly Apartments
Assistant Professor of History
- EDWARD CAMERON, A.B. Powe Apartments
Assistant Director of Physical Education
- W. E. TILSON, LL.B. 909 N. Gregson St.
Assistant Director of Physical Education
- ALLEN HOWARD GODBEY, A.B., Ph.D. 118 Faculty Apartments
Professor of Old Testament
- HOWARD MARION LeSOURD, A.B., A.M., Ph.D. Tilley Apartments
Professor of Religious Education

† Absent on leave second semester, 1928-29, 1929-30.

- HAROLD CRUSIUS BIRD, Ph.B., C.E. 2415 Club Boulevard
Professor of Civil Engineering
- WILLIAM McDOUGALL, M.A., D.Sc., Litt.D. Hope Valley
Professor of Psychology
- MARSHALL TURNER SPEARS, A.B., A.M. 1005 Monmouth Ave.
Assistant Professor of Law
- WILBURT CORNELL DAVISON, A.B., B.S., B.Sc., A.M., M.D. Hope Valley
Professor of Pediatrics
- FRANKLIN SIMPSON HICKMAN, A.B., S.T.B., A.M., Ph.D. McCracken Apartments
Professor of Psychology of Religion
- JAY BROADUS HUBBELL, A.B., A.M., Ph.D. Faculty Apartments
Professor of English
- THADDEUS DILLIARD BRYSON 2407 Club Boulevard
Professor of Law
- BRADY R. JORDAN, Litt.B., Ph.D. 2409 Club Boulevard
Professor of Romance Languages
- SAMUEL RAYMOND SCHEALER, E.E., M.S. 1008 Gloria Ave.
Professor of Electrical Engineering
- WILLIAM BRYAN BOLICH, A.B., M.A., B.C.L. 302 Faculty Apartments
Professor of Law
- EARL JEFFERSON HAMILTON, B.S., A.M., Ph.D. 113 Faculty Apartments
Assistant Professor of Economics
- ROBERT STANLEY RANKIN, A.B., M.A., Ph.D. 1007 W. Trinity Ave.
Assistant Professor of Political Science
- FREDERICK ADOLPHUS WOLF, A.B., A.M., Ph.D. 807 Second St.
Professor of Botany
- JAMES FOSTER BARNES, A.B., A.M. Dormitory No. 2
Director of Social and Religious Activities
- WALTER KIRKLAND GREENE, A.B., A.M., Ph.D. 314 W. Trinity Ave.
Professor of English
- GILBERT THEODORE ROWE, A.B., D.D., Litt.D. 212 Watts St.
Professor of Religion
- LUTHER MASON DIMMITT, A.B., Th.M., M.A. 1522 Hermitage Court
Assistant Professor of Education
- JOSEPH BANKS RHINE, B.S., Ph.D. 113 Watts St.
Assistant Professor of Psychology and Philosophy
- WARREN CHASE VOSBURGH, B.S., M.S., Ph.D. 11 Vance Apartments
Assistant Professor of Chemistry
- KARL EDWARD ZENER, A.B., A.M., Ph.D. 303 Swift Ave.
Assistant Professor of Psychology

- ARTHUR OWEN HICKSON, A.B., A.M., Ph.D.
Assistant Professor of Mathematics
- EDWARD ROY CECIL MILES, B.S., E.E., M.A.**
Assistant Professor of Mathematics
- WALTER ALBERT STANBURY, A.B., D.D. 516 W. Chapel Hill St.
Professor of Practical Theology
- CHARLES MANNING CHILD, Ph.B., M.S., Ph.D.
Visiting Professor of Zoölogy
- GEORGE THOMAS HARGITT, Ph.B., A.M., Ph.D.
Visiting Professor of Zoölogy
- LORING BAKER WALTON, Lic. èt L.
Assistant Professor of French
-

- FREDERICK ELIPHAZ WILSON, A.B., A.M. 1004 Urban Ave.
Instructor in German
- FREDERICK EDWARD STEINHAUSER, A.B., A.M.
Instructor in Romance Languages 1000 Lamond Ave.
- DEAN MOXLEY ARNOLD, B.S., A.M. 116 Faculty Apartments
Instructor in Mathematics
- HERBERT JAMES HERRING, A.B. Faculty Club
Instructor in Debating
- ARCHIBALD CURRIE JORDAN, A.B., A.M. Faculty Club
Instructor in English
- WILLIAM MAXWELL BLACKBURN, A.B., B.A. 303 Swift Ave.
Instructor in English
- LEWIS PATTON, A.B. 206 Swift Ave.
Instructor in English
- JOHN HERMAN SHIELDS, A.B., A.M. 1007 W. Trinity Ave.
Instructor in Accounting
- MARY HENDREN VANCE, A.B., A.M. 305 Faculty Apartments
Instructor in English
- SHELBY THOMAS McCLOY, A.B., M.A., B.A., B.Litt.
Instructor in History 909 N. Gregson St.
- GEORGE SHERMAN AVERY, Jr., B.S., M.S., Ph.D.
Instructor in Botany 510 Buchanan Boulevard
- GEORGE MacKENDRICK GREGORY, A.B., A.M. Dormitory No. 3
Instructor in English
- DWIGHT LUCIAN HOPKINS, B.S., M.S., Ph.D.
Instructor in Zoölogy 306 Faculty Apartments

** A candidate for the degree of Doctor of Philosophy, June, 1929.

RUTH SLACK SMITH, A.B., A.M. <i>Instructor in Education</i>	Southgate Hall
LAMBERT ARMOUR SHEARS, A.B., A.M., Ph.D. <i>Instructor in German</i>	915 Green St.
JOHN TATE LANNING, A.B., A.M., Ph.D. <i>Instructor in History</i>	203 Faculty Apartments
CHARLES EUGENE WARD, A.B., A.M. <i>Instructor in English</i>	214 Faculty Apartments
JOHN MONTGOMERY CLARKSON, A.B., A.M. <i>Instructor in Mathematics</i>	1005 Gloria Ave.
ROBERT BAILEY CAMPBELL, A.B. <i>Instructor in French</i>	114 Faculty Apartments
RALPH BETTS FLANDERS, A.B., A.M. <i>Instructor in History</i>	1026 Monmouth Ave.
RICHARD ANDERSON HARVILL, B.S., A.M. <i>Instructor in Economics</i>	1011 Dacian Ave.
BENJAMIN ULYSSES RATCHFORD, A.B., A.M. <i>Instructor in Economics</i>	1011 Dacian Ave.
JOHN HENRY SAYLOR, A.B. <i>Instructor in Chemistry</i>	1111 Broad St.
WARREN CANDLER SLEDD, A.B., A.M. <i>Instructor in Latin</i>	Faculty Apartments
VIVIAN MOIZE <i>Assistant in Physical Education</i>	107 Markham Ave.
WILLIS HARVEY BELL, B.S. <i>Instructor in Botany</i>	1007 W. Trinity Ave.

UNIVERSITY FELLOWS

Allen, Ivey, Jr. A.B. Duke University	Chemistry	<i>Aycock Apartments</i>
Carr, Isaac Newton A.B., A.M. Carson-Newman College A.M. University of North Carolina	History	<i>1010 Urban Ave.</i>
Cooke, Dennis Hargrove A.B., Ed.M. Duke University	Education	<i>Dormitory No. 1</i>
Echterbecker, Charles Frederick A.B. Dartmouth College	Psychology	<i>Dormitory No. 1</i>
Ehrlich, John B.S. Cornell University	Botany	<i>1200 College Road</i>

Everett, William Walton	Zoölogy	<i>806 Second St.</i>
A.B., A.M., B.S.Ed. Mercer University		
Fennell, Richard Adams	Zoölogy	<i>Dormitory No. 1</i>
A.B. Birmingham-Southern University		
Kolb, Ernest Connors	Religion	<i>Dormitory No. 3</i>
A.B. Furman University		
Th.B. Southern Baptist Seminary, Louisville, Ky.		
Kumro, Donald Milheim	Chemistry	<i>1011 Dacian Ave.</i>
A.B. University of Buffalo; A.M. University of Illinois		
McCain, James Allen	English	<i>Dormitory No. 1</i>
A.B. Wofford College		
Parks, E. Taylor	History	<i>Dormitory No. 1</i>
A.B. Carson-Newman College; A.M. University of Tennessee		
Patterson, John Clarke	History	<i>Dormitory No. 1</i>
A.B., A.M. University of Texas		
Pettis, Charles Semple	Mathematics	<i>Dormitory No. 1</i>
B.S., M.S. University of Wisconsin		
Root, Raymond Willard	Zoölogy	<i>1007 Minerva Ave.</i>
A.B. Milton College		
Simpson, William Hays	Political Science	<i>Dormitory No. 1</i>
A.B. Tusculum College; A.M. Duke University		
Smith, Robert Sidney	Economics	<i>Dormitory No. 1</i>
A.B., A.M. Amherst College		
Stokes, Ruth Wyckliffe	Mathematics	<i>Glenn Apartments</i>
A.B. Winthrop College; A.M. Vanderbilt University		
Sugden, Herbert Wilfrid	English	<i>Faculty Apartments</i>
A.B. Harvard University; A.M. Duke University		
Swanson, John Chester	Physics	<i>Dormitory No. 1</i>
A.B. University of Richmond		
Truesdale, James Nardin	Greek	<i>Dormitory No. 1</i>
A.B. Duke University		
Woody, Robert Hilliard	History	<i>Dormitory No. 1</i>
Ph.B. Emory University; A.M. Duke University		

RESEARCH FELLOW

Hirsch, Nathaniel D. Mttron	Psychology	<i>69 Hammond St.,</i>
A.B. Harvard University		
A.M. Columbia University; Ph.D. Harvard University		

INDUSTRIAL RESEARCH FELLOWS

(Liggett and Myers Foundation)

Darkis, Frederick Randolph	Chemistry	536 Buchanan Blvd.
B.S., M.S., Ph.D. University of Maryland		
Hall, Joseph Alfred	Chemistry	1118 N. Duke St.
B.A., M.S. University of Wisconsin		
Jones, Edwin Patterson	Chemistry	619 S. Duke St.
A.B., A.M. Duke University; Ph.D. Yale University		
Powell, Thomas Edward	Zoölogy	1118 N. Duke St.
B.A. Elon College; M.A. University of North Carolina		
Hodges, John Kennedy	Chemistry	Dormitory No. 1
A.B. Wofford College; A.M. Duke University		

GRADUATE ASSISTANTS

Anderson, Ewing	English	Dormitory No. 1
A.B. University of Florida		
Barnes, Ralph Willett	Physics	Dormitory No. 1
A.B. Ohio Wesleyan University		
Basler, Roy Prentice	English	Dormitory No. 1
A.B. Central College		
Bird, Matthew John	History	Aycock Apartments
A.B. Duke University		
Bowles, Charles Phillips	Religion	Dormitory No. 3
A.B. Duke University		
Brady, Elbert Carl	Education	Elon College,
A.B. Elon College		Elon, N. C.
Carpenter, Clarence Ray	Religion	Dormitory No. 1
A.B. Duke University		
Carroll, Mary Swan	History	Glenn Apartments
A.B. University of Tennessee; A.M. University of Wisconsin		
Clarke, Blanche Henry	Religion	1005 Trinity Ave.
A.B. Duke University		
Davis, Rose May	Chemistry	1002 Lamond Ave.
A.B., A.M. Duke University		
Gray, Elizabeth Camille	Education	Beverly Apartments
A.B. Duke University		
Hefley, Harold Martin	Zoölogy	1200 College Road
B.S., M.S. University of Oklahoma		

Hodges, John Kennedy A.B. Wofford College; A.M. Duke University	Chemistry	<i>Dormitory No. 1</i>
Jenkins, Wilbert Armonde A.B. Duke University	Botany	<i>899 Second St.</i>
Kirkpatrick, Charles Atkinson A.B. Duke University	Accounting	<i>508 Buchanan Blvd.</i>
Lackey, Oscar Napoleon A.B. Valparaiso University; A.M. Duke University	Chemistry	<i>901 Broad St.</i>
Mathews, Joseph Chesley A.B. Furman University	English	<i>Dormitory No. 1</i>
Ogden, Warren Cox A.B. Davidson College	History	<i>Dormitory No. 1</i>
Pace, Donald Metcalf B.S. Susquehanna University	Botany	<i>Dormitory No. 1</i>
Plaster, Roger Glenn A.B. Lenoir-Rhyne College	Physics	<i>Dormitory No. 1</i>
Robertson, Archibald T., Jr. A.B. Harvard University	English	<i>Dormitory No. 1</i>
Ruddick, Girard Bliss A.B. Swarthmore College	Economics	<i>Dormitory No. 2</i>
Runyan, Theodore A.B. Baker University	History	<i>Faculty Apartments</i>
Southerland, Juanita A.B. Duke University	Education	<i>Holloway Road</i>
Trueblood, Paul Graham A.B. Willamette University	English	<i>Dormitory No. 1</i>
Wheeler, Harold Peyton A.B. Wofford College	English	<i>405 Broad St.</i>
White, Gladys Ruth A.B. Duke University	Physics	<i>1623 Erwin Ave.</i>
Wrenn, Samuel Nathaniel A.B. Duke University	Chemistry	<i>Dormitory No. 3</i>
Wynne, Waller, Jr. A.B. University of Richmond	English	<i>Dormitory No. 1</i>

GRADUATE SCHOLARS

Ashburn, Karl Everett A.B., A.M. Texas Christian University	Economics	<i>Dormitory No. 1</i>
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Blalock, Sallie Verona A.B. Duke University	Latin	<i>Faculty Apartments</i>
Britton, George Taylor A.B. Tusculum College	Economics and Political Science	<i>1009 W. Trinity Ave.</i>
Carpenter, Clarence Ray A.B. Duke University	Psychology	<i>Dormitory No. 1</i>
Chandler, Helen Deane A.B. Duke University	English	<i>Faculty Apartments</i>
Chang, Yeh Tseng A.B. Fuh Tan University	Education	<i>Dormitory No. 1</i>
Cheatham, Cora Lee B.S. Coker College	Botany	<i>806 Sixth St.</i>
*Chen, William Yuanlung A.B., A.M. Syracuse University	Psychology	
Lagerstedt, Kenneth Raymond A.B. Duke University	German	<i>Dormitory No. 2</i>
Maden, William Leroy A.B. Tusculum College	French	<i>Dormitory No. 1</i>
Rogers, Henry Harper B.S. North Carolina State College	Physics	<i>Dormitory No. 1</i>
Westerhof, Anthony Cornelius A.B. Calvin College	Psychology	<i>113 Watts St.</i>

* Absent on leave, 1928-29.

HISTORY AND GOVERNMENT

In the year 1838 the citizens of a rural community in the northwest section of Randolph county, North Carolina, established a school with Rev. Brantley York as principal. In 1839 this school was enlarged and named Union Institute; in 1841 it was incorporated by an enactment of the Legislature of North Carolina.

The following year Braxton Craven became principal of the school. The growth and development of the institute caused the trustees to plan to put it in direct relation to the educational needs of the public schools of the State. Application was made to the Legislature of North Carolina for a new charter, and on January 28, 1851, Union Institute Academy was incorporated as Normal College.

On November 21, 1852, the Legislature ratified an amendment to the charter of 1851. This amendment authorized the College to confer degrees, and the first class, numbering two students, was graduated on July 28, 1853, with the degree of bachelor of arts.

In the year of 1853-1854 a larger building was erected by means of money lent by the State of North Carolina under authority granted in the amended charter.

On February 16, 1859, the charter was again amended and the name of the institution changed to Trinity College. During the war between the states, Trinity College shared the common fate of southern schools.

President Craven resigned in 1863, and Professor William T. Gannaway was elected his successor. In October, 1865, Dr. Craven was reelected to the presidency; however, the work of the College, which had been suspended in April of that year, was not resumed till January, 1866. Dr. Craven remained president of the College till his death on November 7, 1882. Professor William Howell Pegram was then elected chairman of the Faculty. He served till the close of the academic year, June, 1883.

The Reverend Marquis L. Wood, D.D., was elected president in 1883; he resigned in December, 1884, when Professor John F. Heitman was elected chairman of the Faculty. Dr. John Franklin Crowell was chosen president of the College in April, 1887.

President Crowell conceived the idea of enlarging the scope of college work and of removing Trinity College to a city.

After some consideration of Raleigh as a possible site for the College, the Trustees accepted a proposition made by the citizens of Durham to locate the college in Durham. On January 21, 1891, the Legislature of North Carolina issued a new charter to Trinity College authorizing the change of location.

In September, 1892, the College opened its first session on the new campus at Durham. In May, 1894, Dr. Crowell resigned the presidency of the College, and on August 1, 1894, the Reverend John Carlisle Kilgo, D.D., was elected his successor. In May, 1897, the Trustees authorized the admission of women students to all departments of the College. During Dr. Kilgo's administration the endowment fund of the college was substantially strengthened by gifts of Mr. Washington Duke amounting to \$300,000. During the same period Mr. Benjamin N. Duke contributed practically \$350,000 for buildings, improvements, and physical equipment. Dr. Kilgo resigned the presidency of the College in June, 1910. Dr. William Preston Few was elected to succeed him.

President Few was formally inaugurated on November 9, 1910. Under his guidance the college increased its facilities for providing a liberal course of studies. Both Mr. Benjamin N. Duke and Mr. James B. Duke continued their generous benefactions which greatly enhanced the holdings of Trinity College.

In December, 1924, Mr. James B. Duke placed securities valued at \$40,000,000 in a trust fund to be administered for educational and charitable purposes. The trustees of this fund were directed to spend not to exceed \$6,000,000 from the corpus of the trust in acquiring lands and erecting buildings for the establishment in North Carolina of an institution to be known as Duke University. It was further provided that Duke University should receive annually for its corporate purposes thirty-

two per cent. of the income of the trust fund remaining after twenty per cent. has been first set aside to increase the amount of the trust from forty to eighty million dollars. Mr. Duke further directed that should the Trustees of Trinity College so elect, the new Duke University might be built about Trinity College as its College of Liberal Arts. On December 29, 1924, the Trustees voted unanimously to accept the terms of the indenture of trust, and in accordance with this action, and upon due application by the President and Secretary of the Board December 30, 1924, the Secretary of State, Hon. W. N. Everett, authorized the necessary change in the charter.

Under the new name and style the charter of Duke University is as follows:

"Section 1. That A. P. Tyler, J. H. Southgate, B. N. Duke, G. A. Oglesby, V. Ballard, J. A. Long, J. F. Bruton, J. N. Cole, F. A. Bishop, J. G. Brown, C. W. Toms, J. W. Alspaugh, W. R. Odell, J. A. Gray, F. Stikeleather, Kope Elias, S. B. Turrentine, P. H. Hanes, T. F. Marr, G. W. Flowers, M. A. Smith, R. H. Parker, W. J. Montgomery, F. M. Simmons, O. W. Carr, R. A. Mayer, N. M. Jurney, Dred Peacock, B. B. Nicholson, W. G. Bradshaw, E. T. White, T. N. Ivey, J. B. Hurley, R. L. Durham, W. C. Wilson, and their associates and successors shall be, and continue as they have been, a body politic and corporate under the name and style of DUKE UNIVERSITY, and under such name and style shall have perpetual existence and are hereby invested with all the property and rights of property which now belong to the said corporation, and said corporation shall henceforth and perpetually, by the name and style of DUKE UNIVERSITY, hold and use all the authority, privileges, and possessions it had or exercised under any former title and name, and be subject to all recognized legal liabilities and obligations now outstanding against said corporation.

Sec. 2. That such corporation is authorized to receive and hold by gift, devise, purchase or otherwise, property, real and personal, to be held for the use of said University and its dependent schools or for the use of either or both (as may be designated in the conveyance or will).

Sec. 3. That the Trustees shall be thirty-six in number, of whom twelve shall be elected by the North Carolina Conference of the M. E. Church, South; twelve by the W. N. C. Conference of the said church; and twelve by the graduates of said University; *Provided, however*, That no person shall be elected a Trustee till he has first been recommended by a majority of the Trustees present at a regular meeting; and the Trustees shall have power to remove any member of their body who may remove beyond the boundary of the State or who may refuse or neglect to discharge the duties of a Trustee. The term of office of Trustees shall be six years, and they shall be so arranged that four Trustees shall be elected by each Conference and four by the graduates

every two years. The Trustees shall regulate by by-laws the manner of election of the Trustees to be chosen by the graduates. Should there exist a vacancy by death, resignation, or otherwise of any Trustee, the same shall be filled for the unexpired term by the Board of Trustees. That the present Trustees shall continue and remain in office during the term for which they have been heretofore respectively elected.

Sec. 4. That the said corporation shall be under the supervision, management and government of a president and such other persons as said Trustees may appoint; the said president, with the advice of the other persons so appointed, shall from time to time make all needful rules and regulations for the internal government of said University and prescribe the preliminary examinations and the terms and conditions on which pupils shall be received and instructed.

Sec. 5. That said Trustees shall have power to make such rules, regulations, and by-laws not inconsistent with the Constitution of the United States and of this State, as may be necessary for the good government of said University and the management of the property and funds of the same.

Sec. 6. That the Trustees shall have power to fix the time of holding their annual and other meetings, to elect a president and professors for said University, to appoint an executive committee to consist of seven members, which committee shall control the internal regulations of said University and fix all salaries and emoluments, and to do all other things necessary for an institution of learning not inconsistent with the laws of this State and of the United States.

Sec. 7. That the Faculty and Trustees shall have the power of conferring such degrees and marks of honor as are conferred by colleges and universities generally; and that five Trustees shall be a quorum to transact business.

Sec. 8. That all laws and parts of laws or of the charter heretofore granted which are in conflict with this act are hereby repealed.

Sec. 9. That this act shall be in force from and after its ratification and acceptance by the Board of Trustees."

On his death, October 10, 1925, Mr. James B. Duke bequeathed to the Duke Endowment for the use of Duke University seven million dollars to be used for buildings on lands recently acquired to the southwest of the old campus; four million dollars to be used in building and equipping a medical school, hospital, and nurses' home; six million dollars, to be added to the endowment of the University; and ten per cent. of his residuary estate, to be added to the productive funds of the University.

THE UNIVERSITY FACULTY

ELECTION OF FACULTY AND OFFICERS

The members of the Faculty and the officers of the University are elected in accordance with the resolution passed by the Board of Trustees on June 4, 1906: "That officers and teachers may be elected for terms of one, two, three, or four years and that, after six years' service, officers and teachers with the rank of professor may be elected without time-limit to serve at the will of the Board of Trustees."

THE ORGANIZATION OF THE FACULTY

Beginning with the academic year 1928-1929 the following revision of the organization of the Faculty was put into effect:

I. The General Faculty of Duke University shall be composed of all professors, associate professors, assistant professors, and instructors elected by the Board or the Executive Committee. The General Faculty shall have the right to enact such regulations as it may deem necessary to carry on the instruction of the University, advance its standard of work, and otherwise develop the scholarly aims of the University. It shall recommend to the Board such persons as it deems fit to receive academic degrees or other marks of academic distinction. At all times, however, the action of the General Faculty shall be subject to the approval of the President of the University.

The General Faculty delegates powers to the following councils: the Undergraduate Council of Trinity College, the Freshman Council, the Council on Education for Women, and the Graduate Council. The President of the University is an ex-officio member of each of these Councils.

II. The Undergraduate Council of Trinity College shall include the Dean of Trinity College, the Assistant Dean, and the chairman or head of each of the departments of Trinity College. The chairman or head of each department shall appoint a proxy to represent him in the Undergraduate Council when he is not able to attend. Those departments which have five or more persons entitled to seats in the General Faculty shall be represented in the Undergraduate Council by an additional member elected by the members of the General Faculty in that department. The Undergraduate Council shall have general charge of all matters of detail pertaining to undergraduate instruction, and it may recommend to the General Faculty changes in curriculum and general educational policy. The Undergraduate Council shall recommend to the General Faculty the names of candidates for the Bachelor's degree or degrees. The

actions of the Undergraduate Council are at all times subject to the approval of the President and the General Faculty.

III. The Council on the Instruction of Freshmen shall be composed of the Dean of the College, the Assistant Dean in charge of Freshmen, and of one representative from each department offering courses for Freshmen. It shall consider policies and matters of detail as affecting Freshman instruction and also provision for the general welfare of Freshmen. The Freshman Council shall make recommendations to the General Faculty or to the Undergraduate Council of Trinity College for action in matters of general policy. The Freshman Council shall have the power to call upon members of the faculty for reports or other information pertaining to the instruction of Freshmen at such dates as it may determine. The members of the Freshman Council shall be appointed by the President of the University.

IV. The Council on Education for Women shall consist of the Dean of Women and of one representative from each department offering courses which are largely taken by women students. It shall consider matters of interest and policy relating to the instruction and general welfare of the women students of the University, and shall make recommendations to the President, the General Faculty, or the Undergraduate Council. The members of the Council on Education for Women shall be appointed by the President of the University.

V. The Council on Graduate Instruction shall consist of professors offering graduate instruction who have been appointed to the council by the President of the University, together with the Dean of the Graduate School of Arts and Sciences, and other officers who may be appointed by the President. It shall have general charge of all matters pertaining mainly to graduate instruction and the requirements for the higher degrees, and it shall recommend to the General Faculty and Trustees the names of candidates for the higher degrees. The actions of the Graduate Council shall be subject to the approval of the President and of the General Faculty.

VI. The General Faculty shall meet on the Saturday preceding the opening of college in September, on the Thursday following Commencement in June, and during the academic year on the first Thursday of each month. Such other meetings as may be necessary may be called by the President or Vice-President in the Educational Division. The Undergraduate Council of Trinity College shall meet on the second and fourth Thursdays of each month and when called by the President or the Dean of Trinity College. The Freshman Council shall meet on alternate Tuesdays throughout the academic year and when called by the President or the Dean of Trinity College. The Council on Education for Women shall meet on alternate Wednesdays and when called by the Dean of Women. The Graduate Council shall meet on the first and third Thursdays of each month and when called by the President or the Dean of the Graduate School.

SABBATICAL LEAVE

Sabbatical leave of absence to members of the Faculty is granted on the following conditions:

1. Every member of the general faculty shall be entitled to sabbatical leave after six years in the service of the University. Such leave may be taken for a full year at half salary or a half year at full salary.

2. In order to obtain a sabbatical leave written notice of the intention to take such a leave must be filed with the President of the University by November fifteenth of the academic year preceding the one in which the leave is to take effect.

3. If in exceptional cases it should develop that the granting of leave to an applicant during the year for which application was made would raise very serious difficulties detrimental to the best interests of the applicant's department or school, or to the interests of the institution as a whole; or because of questions concerning the applicant's period of service prior to the leave, the President shall appoint a committee which shall have power to decide the question of granting the sabbatical leave for the particular year under consideration. This committee shall consist of five members as follows: two members of the general faculty appointed yearly by the President, the Secretary of the University, the Dean of the school or college of which the applicant is a member, the chairman of the applicant's department, or should no such chairman exist another member of the applicant's department.

4. If this committee should decide against the granting of a sabbatical leave for the year for which the applicant applied, the applicant would be eligible for a sabbatical leave the following year or any year thereafter upon making application in due form as above.

5. After September 1, 1928, if a member of the faculty on becoming eligible for sabbatical leave does not for personal reasons apply for such leave, he does not forfeit the right to such leave, and he may count the additional years of service prior to his leave toward the six years of service necessary before he can apply for a subsequent leave. If in an exceptional case an applicant for personal reasons applies for a sabbatical leave to be effective in advance of his regular year and such leave is granted, he shall not be eligible for a subsequent leave until he has served six years plus the number of years by which this leave is advanced.

6. On recommendation of the committee after leave of absence has been granted it may be postponed for urgent reasons and under conditions to be determined by the committee.

7. All those cases which have occurred in the past or which may occur in the future in which leave of absence is granted under conditions where the absentee receives full pay for a half year or half pay or more for a full year's leave of absence shall be considered as regular sabbatical leave under these regulations.

8. These regulations shall become effective as of September 1, 1928. Sabbatical leaves under these regulations shall begin with the academic year 1929-30. The present regulations applying to the sabbatical leave shall be effective for such leaves through August 31, 1929.

GROUND S AND BUILDINGS

The old Duke University campus, consisting of one hundred and eight and a half acres, is situated on Main Street in the western part of the city of Durham. It has been laid out in drives and walks, enclosed by a stone wall. This campus was donated to Trinity College by General Julian S. Carr, Mr. Benjamin N. Duke, and Mr. James B. Duke. In 1926 Mr. James B. Duke donated to the University approximately five thousand acres of land to the southwest of the old campus, on which new units of the University are being erected.

The original Washington Duke Building, built in 1892 and named in honor of Mr. Washington Duke, who donated the money with which it was erected, was destroyed by fire on January 4, 1911. Through a gift of Mr. Benjamin N. Duke, this building was replaced by East Duke and West Duke buildings.

WEST DUKE, which is built of white pressed brick and roofed with green tile, contains offices and nineteen lecture-rooms.

EAST DUKE, which is like West Duke in architectural style, contains the offices of administration, halls for the literary societies, rooms for the Young Men's Christian Association, a large assembly room, reception-halls, and additional lecture rooms and offices.

THE CROWELL SCIENCE BUILDING was erected in 1891 through the benefaction of Dr. John Franklin Crowell, president of Trinity College, 1887-1897, in memory of his first wife, who died during his presidency. During the summer of 1899 through the generosity of Mr. Benjamin N. Duke, it was remodeled and furnished with chemical and biological apparatus. The building is now used by the departments of Chemistry and Biology.

AYCOCK HALL, completed in 1911, was constructed to harmonize with the architecture of the buildings in the Washington Duke group. This three-story dormitory is built in five

separate sections, which are divided by solid fire-walls extending from the ground to the roof. It accommodates one hundred and twenty students.

JARVIS HALL, completed in 1912, is an architectural duplicate of Aycock Hall though the interior arrangements are slightly different. It was the gift of Mr. James B. Duke, and contains sixty-six rooms.

EPWORTH BUILDING, which was originally built in 1892, was remodeled and completely renovated in 1914. It is now a two-story dormitory of four sections and contains forty-five rooms.

THE JAMES H. SOUTHGATE MEMORIAL BUILDING, completed in 1921, is a gift of the citizens of Durham, as a memorial to James H. Southgate, fellow townsman and for many years President of the Board of Trustees of Trinity College. This building is for the use of the young women students. It is constructed of white pressed brick and is roofed with green tile. It is three stories high and has a frontage of one hundred and eighty-one feet, with two wings of one hundred and twenty-four feet in length. The first floor contains parlors, recitation-rooms, offices, gymnasium, dining-room, and kitchen. In addition to the dormitory rooms on the second and third floors, it contains an infirmary and a social room. The building is fireproof throughout and is equipped with all conveniences. It accommodates one hundred and forty students. Some of the recitations for the young women of the freshman and sophomore classes are conducted in this building.

THE ALUMNI MEMORIAL GYMNASIUM was erected in 1922-23 by the alumni and friends of the College in honor of the Trinity men who died in the World War. The basement of the building contains a boxing and wrestling room, an equipment room, two large rooms for use by visiting teams, space for twelve hundred lockers, a special massage room, a varsity team room, and a large shower-room, leading to the swimming-pool. The ground floor contains a large lobby, which serves as a trophy room, offices for the director, an equipment room, and the main gymnasium floor eighty-eight by a

hundred feet. There is an entrance from the main floor to a separate balcony overlooking the swimming-pool. The second floor contains committee rooms and a large balcony, which serves as an indoor running-track, overlooking the main floor. Space is provided for the regulation court for basket-ball and for accommodation of two thousand spectators at the games.

THE ASBURY BUILDING, erected in 1898, was given by Mr. B. N. Duke. It is a three-story building of faced brick, trimmed with granite, and covered with slate. It contains offices and recitation rooms, which were used by the Trinity Park School until its discontinuance in 1922. In the summer of 1923 this building was renovated, and it now contains some of the laboratories and class-rooms of the departments of Physics and Engineering.

BIVINS HALL is a brick dormitory erected during the summer and fall of 1905 through the generosity of Mr. B. N. Duke. It was named in honor of Joseph F. Bivins, a member of the class of 1895 and the first headmaster of Trinity Park School. It contains four suites.

BRANSON HALL, the gift of Mr. Benjamin N. Duke, was built in 1899. It accommodates sixty men.

THE PAVILION, a granite structure on the campus near the main entrance, was the gift of Mrs. James Edward Stagg. It was built in 1902 and provided with a number of seats.

The new buildings on the old campus comprise an auditorium, a science building, a library, a union, a class-room building, an apartment building, and five dormitories. All buildings in this new group are in Georgian style of architecture, constructed of Baltimore brick and trimmed with Vermont marble.

THE SCIENCE BUILDING, which has four floors, counting the basement, embodies in its services and equipment the latest inventions and improvements.

THE LIBRARY BUILDING has stack room for many volumes, and the five reading-rooms and study-rooms offer every possible attraction and comfort for the student. The University Library facilities are described on p. 37 of this catalogue.

THE CLASSROOM BUILDING contains twenty class-rooms and twenty offices for the instructors.

DORMITORIES 1, 2, 3, 4, and 5 each house one hundred and sixty-two students.

THE UNION BUILDING is the center of all social activities. It contains two large student dining rooms, a faculty dining-room, a guests' dining-room, two lounge rooms, offices for the manager and his staff, and service-rooms. Here also are the barber shop, and headquarters of all publications and student organizations.

THE AUDITORIUM, having a seating capacity of 1441, is used for all chapel exercises, public lectures, and commencement occasions.

THE APARTMENT BUILDING contains eighteen suites ranging in size from two to four rooms and ten apartments; all of these have been divided for the accommodation of members of the University community.

THE MUSEUM OF NATURAL HISTORY is located in the new Science Building. The purpose of the museum is to exhibit, as far as possible, type-specimens of the more important rocks, minerals, ores, plants, and animals to be found the world over, but especially those represented in North Carolina. The collection now consists of between 1,500 and 2,000 specimens. Friends of the University are invited to coöperate with the curator by donating specimens to the museum. Inquiries concerning methods of collecting and preserving specimens will be gladly answered by Professor Bert Cunningham, curator of the museum.

THE BIOLOGICAL LABORATORY is located in the new Science Building. The lecture-room is equipped with a projection lantern, numerous charts, diagrams, and materials for demonstrations. The equipment of the laboratory includes compound microscopes, dissecting microscopes, microtomes, paraffine bath, incubator, sterilizer, centrifuges, autoclave, photomicrographic outfit, chemicals, and reagents. Living animals and plants are kept in the laboratory throughout the year in aquaria, vivaria, and a forcing-case adapted to the purpose.

THE PHYSICAL LABORATORY is divided into two sections. The elementary physical laboratories are located in the south wing of the Science Building and the advanced laboratories are in the west end of the Asbury Building. In both of these places there are rooms for carrying on special research work. The laboratories in the Science Building are equipped with compressed air, vacuum, gas, steam, and the various types of electrical current. Every modern convenience is at the command of the department.

THE ELECTRICAL ENGINEERING LABORATORY occupies the basement of Asbury Building. Its equipment includes direct and alternating current generators and motors of the common types met in practice, small commercial-type transformers, and all the instruments necessary to make complete tests of the operation of the apparatus. It is supplied with three-phase power by the Southern Power Company; direct-current power is obtained from a 17 1/2 kilowatt A. C. to D. C. motor-generator set.

THE CHEMICAL LABORATORY is in the Science Building. Here are provided a lecture-room and laboratories for general chemistry, analytical chemistry, and physical chemistry, a balance-room, and a store-room. The department is supplied with the chemicals and apparatus needed in the practical work of the courses.

THE ATHLETIC FIELDS

A large tract of ground on the western part of the campus is kept for an athletic field for men. This field is equipped with grandstand and bleachers and comprises a cinder running track, a football gridiron, a baseball diamond, and space for field sports.

The athletic fields for women students are located in the southwest corner of the campus. Here provision is made for hockey, baseball, archery, track and field events.

A number of tennis courts are maintained on the campus, four of which are used exclusively by the women students.

THE NEW CAMPUS

In the fall of 1925 work was begun on the South campus. A modified type of English Gothic architecture and a colorful

native stone were chosen for the buildings here. The Medical School and Hospital, the Library, the School of Religion, an administration building, the Union, and a large group of dormitories are rapidly nearing completion. Work has been started on several other structures.

THE STADIUM, which will accommodate 35,000 spectators, is located on the southern part of the new campus in a natural amphitheater surrounded by trees. Entrance will be made through three main gate-ways, some distance from the stadium proper, and thence to the stands by means of a grand concourse forty feet wide around the outer edge of the stadium. The playing field will be below the level of the surrounding land while the top row of seats will be about forty feet above the playing field and the bottom row at least six feet above the ground. The arena provides a standard gridiron and a cinder track a quarter of a mile in length with two two-hundred-and-twenty-yard straightaways. The stadium will be finished in time for the opening game on October 5, 1929.

THE UNIVERSITY LIBRARY

The University Library is at present housed in a building designed for the library of the Coördinate College for Women, except the departmental libraries of Chemistry, Botany, and Zoölogy which are to be found in the Science Building. It is an expansion of the Trinity College Library. The outstanding collections of this older library are: the Clingman Collection of United States Public Documents, the Anne Roney Shakespeare Collection, the Ethel Carr Peacock Library (chiefly Americana, periodicals, and newspapers), and the John M. Webb Collection (chiefly standard and specialized works on modern literature), the Edwards-Hawkins Collection, and the collections of the Trinity College Historical Society. Four collections of minor proportions, with provisions for increase, are: the Irwin Avery Collection in Journalism, the W. F. Gill Collection in Latin, the James F. Wolfe Collection in Botany, and the Flowers Collection. These and other benefactions, including in 1901, a gift of \$10,000 from Mr. James B. Duke, made the Trinity College Library very compact as well as particularly strong in English literature and American history.

Since 1923 an annual allowance per undergraduate capita has been expended for the purchase and binding of books, periodicals, and manuscripts. The annual income for books has steadily grown until in the present academic year it amounts to \$60,000. In addition, capital appropriations have been made for the Medical School and the Law libraries, bringing the total sum available for library expenditures in 1928-29 to \$90,000.

The first departments to benefit by the change from Trinity College to Duke University are those offering a program of studies leading to the doctorate. The acquisition of the library of the late Professor Holl of Berlin including 8,000 titles in European church history through the Reformation together with certain great collections such as Migne's *Patrologia*, the *Chronicles and Memorials of Great Britain*, the *Monumenta Germaniae Historica* give a substantial foundation for studies in the middle ages and early modern history. Through wise selection of members of the history department, the University now has such fundamental collections as *Hansard's Debates*, the *Annual Register*, the *Statutes of the Realm*, the *British and Foreign State Papers*, the *Journals of the Privy Council* and the *Board of Trade*, the *Transactions* of the Royal Historical Society and other learned bodies, together with important periodicals and pamphlets of the eighteenth century. Valuable source material for French and German History and politics since 1850 have been procured. The purchase of the library of the late Perez de Valasco of Lima, Peru, has enriched the materials on Latin America.

The purchase of the library of Professor Gustav Lanson, noted French bibliographer, with its 11,000 titles of standard works of modern French authors and the literature of technical criticism has given the Library a strong position among the collections of French literature in this country.

Less extensive have been other additions. The English collections have been expanded by the purchase of the library of the late James W. Bright of Johns Hopkins. In Political Science an excellent collection relating to International Arbitrations has been assembled. Considerable additions have been made in Greek and Psychology. The library of the late Pro-

fessor Baudessain of Berlin affords an excellent foundation for studies in Hebrew and Old Testament literature.

Large purchases in current and extinct periodicals are being made annually. The collection of newspapers numbers over 5,000 volumes, representative of the presses in 144 localities in 35 states of the United States and 34 localities in 26 foreign countries. On February 1, 1929, the total number of books accessioned was 139,592. Also the Library receives as a depository the documents and publications of the United States government.

During the academic year, the Library is open on weekdays from 8:30 a.m. to 10:30 p.m. except on Saturdays when the closing time is 5 p.m. During the Summer School the Library is open from 8:30 a.m. to 10 p.m. During vacations the hours are from 8:30 a.m. to 4:30 p.m.

TRINITY COLLEGE

Trinity College, the undergraduate department of Duke University, offers courses of instruction leading to two academic degrees, bachelor of arts and bachelor of science in civil and electrical engineering. Six groups of studies lead to the degree of bachelor of arts. These groups are designated by Roman numerals in the order in which they are described. For a description of these groups see "Groups of Studies for the Degree of Bachelor of Arts," p. 54 of this catalogue.

For a description of the group of studies leading to the degree of bachelor of science see "Groups of Studies for the Degree of Bachelor of Science in Civil and Electrical Engineering," p. 64 of this catalogue.

ADMISSION TO COLLEGE

GENERAL REGULATIONS

Applicants able to submit certificates of proficiency in subjects accepted for admission to the freshman class from schools whose work has been approved by the University will be admitted without examination, provided these certificates are properly made out on the regular blank provided by the University, signed by the school principal, and presented before or at the opening of the academic year. The applicant must have completed the course of the school from which he comes.

Unless admitted on certificate, every candidate for admission will be examined on the required subjects.

Entrance examinations for the admission of new students will be held on the dates announced in the calendar of the University. All students applying for admission must appear before the Committee on Admission on Friday, September 13, or Saturday, September 14. Students residing in Durham and vicinity are urgently requested to appear before the Committee on Friday. Saturday, September 14, Monday, September 16, and Tuesday, September 17 will be devoted to the registration, sectioning, and classification of new students. New students with advanced standing from other institutions are requested to appear before the Committee on Admission, Tuesday, September 17. Students who register and matriculate later than the dates named in the University calendar must pay the Treasurer five dollars for the privilege.

It is strongly recommended to parents and guardians that all applicants for admission to Duke University be successfully vaccinated against smallpox and typhoid fever before they enter.

REQUIREMENTS FOR ADMISSION

The requirements for admission are defined in terms of units. A unit of credit is allowed for a subject of study pursued throughout an academic year at an accredited high school, if the course has demanded five recitations a week and the prescribed amount of work has been satisfactorily completed. Credit for fifteen units is required for admission to all groups.

The subjects in which credit for admission to the University may be offered and the maximum amount of credit acceptable in each subject are given in the following table:

UNITS		UNITS	
English	4	Botany	1
Latin	4	Zoölogy	1
Greek	3	General Biology	1
German	3	Physical Geography	1
French	3	General Science	1
Spanish	3	Agriculture	2
Mathematics	4	Mechanical Drawing	2
History and Civics	4	Woodwork, Forging, and	
Physics	1	Machine Work	2
Chemistry	1	Household Economics	2
		Commercial Subjects	3

Minimum entrance credits of three units in English, one in history, three in mathematics, and four in foreign language (either all in Latin or two in each of any two of the foreign languages accepted for admission, including Latin) are required of all applicants for candidacy for the bachelor of arts degree. However, in case the fifteen units of credit for admission do not include the full requirements of foreign languages, the student is given an opportunity during his freshman year to make up the deficiency.

DEFINITION OF REQUIREMENTS

HISTORY—ONE UNIT

The candidate may offer for credit one unit from any of the following subjects. The examination will be based on material similar to that included in the books suggested. In lieu of the textbooks named, candidates may be examined on material contained in any of the courses in history and civics suggested for high schools by the North Carolina Department of Public Instruction.

(a) Ancient History (one unit).

Webster's *Ancient History*, West's *Ancient World*, Wolfson's *Essentials in Ancient History*.

- (b) Medieval and Modern History (one unit).

Harding's *New Medieval and Modern History*, Robinson's *Western Europe*, West's *Modern World*.

- (c) English (one unit).

Cheyney's *Short History of England*, Coman and Kendall's *History of England*, Larson's *Short History of England*, Walker's *Essentials in English History*.

- (d) American History (one unit).

Ashley's *American History*, Channing's *A Student's History of the United States*, Hart's *Essentials of American History*, James and Sanford's *American History*, McLaughlin's *History of the American Nation*, Muzzey's *American History*.

ENGLISH—THREE UNITS

Grammar and Composition

The requirements in grammar and composition are a thorough knowledge of the essentials of English grammar, habitual correctness in spelling, punctuation, sentence structure, paragraphing, and ability to make unified and coherent outlines and to write accurately and clearly on familiar subjects.

Literature

The classics to be studied in preparation for college English are divided into two classes, those intended for thorough study and those intended for general reading. Preparation in the former class should cover subject-matter and the leading facts in those periods of English literary history to which the prescribed books belong; in the latter class it should consist of a general knowledge of the subject matter and of the lives of the authors. In exceptional cases an equivalent amount of reading and study in other than prescribed works will be accepted.

Special attention is called to the minimum essential program as printed in the *Manual of Study* issued by the North Carolina Department of Public Instruction.

MATHEMATICS—THREE UNITS

1. *College Algebra*.
 - (a) To Quadratics (one unit).
 - (b) Quadratics to, and including, Progressions (one unit).
2. *Plane Geometry* (one unit).

LATIN—TWO OR FOUR UNITS

1. *Grammar and Composition* (one unit).
2. *Four Books of Cæsar's Gallic Wars* (one unit).
3. *Six Orations of Cicero* (one unit).
4. *Six Books of Vergil's Æneid* (one unit).

The student must be able to convert simple English prose into Latin.

The Roman system of pronunciation is used exclusively in the Latin work of the college course, and applicants for admission are expected to be well drilled in it.

GREEK—TWO UNITS

1. *Elementary Grammar and Composition* (one unit).
2. Xenophon's *Anabasis, Books I-IV* (one unit).

FRENCH—TWO UNITS

During the first year the work should comprise: (1) Elementary grammar and at least 100 to 150 pages of approved reading; (2) grammar completed and 200 to 300 pages of approved reading.

During the second year the work should comprise: (1) a thorough review of the grammar work of the previous year and a study of the irregular verbs and of the uses of the subjunctive mood; (2) grammatical exercises and easy paraphrasing of parts of texts read; (3) the reading of from 200 to 300 pages of easy modern prose.

GERMAN—TWO UNITS

During the first year the work should comprise: (1) Elementary grammar and at least 75 or 100 pages of approved reading; (2) elementary grammar completed and at least 150 to 200 pages of approved reading.

The second year's work should include the reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) easy paraphrasing of parts of the texts read; (3) continued drill in the rudiments of grammar.

SPANISH—TWO UNITS

The work for the first year should comprise: (1) Elementary grammar and at least 100 to 150 pages of approved reading; (2) grammar completed and 200 to 300 pages of approved reading.

During the second year the work should include: (1) a thorough review of the grammar-work of the previous year and a study of the irregular verbs and of the use of the subjunctive mood; (2) grammatical exercises and easy paraphrasing of parts of texts read; (3) the reading of from 200 to 300 pages of easy modern prose.

ELECTIVE SUBJECTS FOR ENTRANCE CREDITS

A candidate may offer additional entrance credit from the following subjects:

ENGLISH

Students who have completed four years of English in an approved school will receive credit for one unit in addition to the three units required for admission to the freshman class.

HISTORY AND CIVICS

In addition to the unit required, a candidate may present credit from the subjects which he has not offered as required entrance in history or civics.

GREEK

Homer's *Iliad*, I-III, with prosody and sight translation, may be offered as elective credit for one unit.

LATIN

One or two units of work in any of the four subjects in Latin named above under the sub-topic, "Latin," under the topic, "Definition of Requirements," may be offered for elective credit. Students presenting two units of Latin as one of the

foreign languages required for entrance may present an additional elective unit in Latin.

FRENCH

A year's work in French done according to the method outlined above under the sub-topic, "French," under the topic, "Definition of Requirements," may be offered for an elective credit of one unit. In addition to the two years of work in French, a student may present for an elective unit a third year's work done in an approved manner.

GERMAN

A year's work in German done according to the methods outlined above under the sub-topic, "German," under the topic, "Definition of Requirements," may be offered for an elective credit of one unit. In addition to the two years of work in German, a student may present for an elective unit a third year's work done in an approved manner.

SPANISH

A year's work in Spanish done according to the methods outlined above under the sub-topic, "Spanish," under the topic, "Definition of Requirements," may be offered for an elective credit of one unit. In addition to the two years of work in Spanish, a student may present for an elective unit a third year's work done in an approved manner.

MATHEMATICS

One-half unit credit each is allowed for Solid Geometry and Plane Trigonometry.

PHYSICS

Credit for one elective unit will be allowed for a year's work in elementary physics consisting of (1) recitations based on such texts as Cahart and Chute's, *High School Physics*; Millikan and Gale's, *First Course in Physics*, or Mann and Twiss's, *Physics*, with adequate lecture-table experiments by the instructor; (2) at least thirty experiments worked out by students individually in the laboratory, of which a neat report is made in proper form (the number of experiments performed

is not so important as the quality of work done); (3) lectures and recitations on the practical application of the principles studied to the community life and to the home.

The aim should be to present a comparatively few principles in such a way that, by repetition through experiments and discussions of applications, the student has them thoroughly at his command.

CHEMISTRY

A year's work in chemistry conducted according to the same method suggested for that in physics will be accepted for an elective unit of credit.

BIOLOGY

An elective credit of one unit is allowed for a year's work in any of the following biological sciences:

General Biology.—One year of study devoted to typical animals and plants by the laboratory method, covering the facts of morphology and physiology. Such a text as Hunter's, *A Civic Biology* is recommended. Candidates for admission must present satisfactory laboratory notebooks.

Botany.—A year of work based on such a text as Bergen and Caldwell's, *High School Botany*. Candidates for admission must present satisfactory notebooks.

Zoölogy.—A year of work based upon such a text as Linville and Kelley's, *Introduction to Zoölogy*. Candidates for admission must present satisfactory notebooks.

MECHANICAL DRAWING

Elective credits of two units may be offered in mechanical drawing. Each year's work must be satisfactory in both quantity and quality. Drawing-books or plates must be submitted by all candidates offering this subject.

PHYSICAL GEOGRAPHY

The year's work in physical geography may be offered as one unit; it should be based on a modern text-book and should include an approved laboratory and field-course of at least forty exercises performed by the student.

AGRICULTURE AND HOUSEHOLD ECONOMICS

Maximum elective credits of two units may be offered in either Agriculture or Household Economics by graduates of approved schools in which the teaching in these subjects has met the requirements of the North Carolina Department of Public Instruction.

WOODWORKING, FORGING, AND MACHINE WORK

Graduates of approved schools offering thorough courses for one or two years in woodwork, forging, and machine work will be given credit of one unit for each year of such work certified by the school authorities.

COMMERCIAL SUBJECTS

Graduates of approved schools offering thorough instruction in such commercial subjects as bookkeeping, stenography, and commercial arithmetic, may offer these subjects for credit for admission. Not more than three elective units of credit will be allowed for commercial subjects.

GENERAL SCIENCE

A full year's work in General Science done in a high school of approved standing will be accepted for one unit of elective credit.

SPECIAL STUDENTS

Students of mature age not fully prepared to enter the freshman class may be admitted as special students. Such students are required to pass the regular entrance examinations in the subjects they propose to take, and all are required to present for admission English, history, and mathematics. They are required also to take fifteen hours of recitation work a week.

ACCREDITED SCHOOLS

A list of accredited schools is revised from year to year. An applicant for admission to the freshman class who brings from one of these schools a certificate of graduation properly made out and signed by the principal is given credit for the work certified and is admitted to college without examination.

Blank forms for recording the work done will be sent on request. Every applicant for admission by certificate is advised to secure a blank, have it properly filled out, signed, and forwarded to the Committee on Admission as early as possible.

ADMISSION TO ADVANCED STANDING

Applicants for admission to advanced standing in the University must present official certificates of all work done in other institutions of approved standing; otherwise they must stand written examinations on all work for which they are seeking credit. Further, a minimum of one full year in residence at Duke University with the satisfactory completion of at least thirty semester-hours of approved work is required of all candidates for the bachelor's degree.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

The requirements for the degree of bachelor of arts are designed to give students such training in certain fundamental subjects as is essential for intelligent, educated citizens and at the same time to provide for them the opportunity for as wide an election as possible of courses of study interesting and practically helpful to them because congenial to vocations they plan later to pursue. The requirements for the degree are reckoned in semester-hours, a semester-hour being credit given for passing a subject pursued one hour a week through a semester. Credit for one hundred and twenty-six semester-hours, exclusive of physical education, is required for the degree of bachelor of arts in all groups.

The faculty has arranged the six groups of studies given below for the guidance of students in electing the work required for graduation. A student is free to elect any group he may desire, but in each group there is a large amount of work prescribed that in the judgment of the faculty is necessary to prevent a too great scattering of the efforts of the student while giving him a well balanced course and work likely to be of special value to him in his chosen vocation. Some of the work in each group is left entirely to the choice of the student. With the approval of the Dean of the College and of the Council on Instruction, a student may at any time transfer from one group to another. In case of such a transfer, any prescribed work done in one group that is not prescribed in the other shall count as general elective credit in the group to which the transfer is made, and the student transferring shall make up as soon as possible the work prescribed in the group he has chosen.

No student is allowed to enroll in any semester for more than the equivalent of nineteen semester-hours of work, exclusive of physical education. No course-card is valid until it has the approval of the Council on Instruction and of the Dean of the College. All students, when electing courses, are urged to

seek the advice of the members of the faculty in whose departments they expect to receive instruction.

Not more than one course of six or eight semester-hours of credit in final fulfillment of the requirements for the degree of bachelor of arts in Duke University may be done in another institution of approved standing, and this course must first be approved for such credit by the head of the department concerned and by the Dean of the College.

GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF ARTS

GROUP I

GENERAL

This group is based on the traditional requirements for the degree of bachelor of arts. Students who elect it are required to take twelve semester-hours of English, including six of composition and six of literature; eighteen of foreign language, of which not more than six may be in a course beginning the study of a language, and this course must be followed by a second course in the same language; sixteen of biology, chemistry, or physics, including eight each in any two of the three sciences; six of Bible; six of mathematics; six of economics; six of history; and elective work sufficient to complete the one hundred and twenty-six semester-hours required for graduation. The eighteen semester-hours of foreign language required in this group must include two of the languages: Greek, Latin, French, German, and Spanish, and the two languages may not both be taken in the same department.

In addition to the seventy semester-hours of work already specified as required in this group, a student electing it is further required to take thirty semester-hours, (thirty-two semester-hours if an elementary science is one of the courses), in some subject chosen as a major and in other subjects specifically approved by the head of the department in which the major subject is chosen. A major may be chosen in any department in the University provided the head of the department approves it. The twenty-four or twenty-six semester-hours, as the case may be, required for graduation in addition to the seventy semester-hours of required work and the thirty or thirty-two semester-hours of major-minor work are left as free electives. A student may take as free electives any courses in which he is interested, provided he is qualified for admission to them.

The following arrangement of work is recommended to students in this group:

<i>Freshman Year</i>		<i>Sophomore Year</i>	
	S.H.		S.H.
English	6	English	6
Mathematics	6	Foreign Language	6 or 12
Bible	0 or 6	Bible	6 or 0
Foreign Language	12 or 6	Science or History	8 or 6
History or Science	6 or 8	A required course in Foreign Language, Science, or Economics	6 or 8
	<hr/> 30 or 32		<hr/> 30 or 32
<i>Junior Year</i>		<i>Senior Year</i>	
Required courses in Foreign Language, Science, or Economics	6 or 14	Electives restricted only by the general requirements for this group.	
Electives	24 or 18		
	<hr/> 30 or 32		<hr/> 30 or 32

A student should observe the following points in arranging his work for the freshman and sophomore years in this group: (1) If he presents as many as three college entrance units in one foreign language, he has the option of continuing that language in college or of discontinuing it; if he presents only two units in any foreign language, he must continue that language in college unless granted permission to discontinue it by the Committee on Admission. He is not permitted to include more than one course of six semester-hours beginning the study of a language among the eighteen semester-hours of required language work, and that course must be followed by a second course in the same language. (2) The required work in language may not all be taken in the same department. (3) The six semester-hours of required work in Bible must be taken in either the freshman or sophomore year. (4) A student must take one of the required elementary sciences, biology, chemistry, or physics, in either the freshman or sophomore year and the second required science not later than the junior year. If he postpones his first natural science to the sophomore year, he may take history in the freshman year and must then take Economics 1 or Economics 2 in his junior year. If he takes natural science and no history in the freshman year, he must, in his sophomore year, take either history or economics and in the junior year the one not taken the year before.

GROUP II

BUSINESS ADMINISTRATION

This group is designed for students who enter college with the purpose of engaging in some form of business activity after graduation. The required work consists of twelve semester-hours of English, including six semester-hours of composition and six of literature; six of Bible; eight of biology, chemistry, or physics; six of history; six of mathematics; twelve of foreign language, of which not more than six semester-hours may be a course beginning the study of a language; forty-eight of economics and political science; and six of law. Twenty-two semester-hours are left for free electives.

The following arrangement of courses is authorized for students electing this group:

<i>Freshman Year</i>		<i>Sophomore Year</i>	
	S.H.		S.H.
English	6	English	6
Foreign Language	6	Economics 1	6
Mathematics	6	Accounting (Econ. 7)	6
Economics A	6	Foreign Language	6
Bible	6	History	6
or History (6)		or Bible (6)	
or Science (8)		or Science (8)	
	<hr/> 30 or 32		<hr/> 30 or 32
<i>Junior Year</i>		<i>Senior Year</i>	
Science or History	8 or 6	Law 1	6
Economics 2	6	Economics 3	6
Economics 4, 5, and 6	12	Economics 4, 5, and 6	6
(elect two courses)		(course not elected junior	
Electives	6 or 8	year)	
	<hr/> 30 or 32	Electives	12 or 14
			<hr/> 30 or 32

GROUP III

RELIGION

This group is designed for students who enter college with the purpose of adopting the ministry or other religious or social welfare work as a vocation after graduation. The required work consists of twelve semester-hours of English, including

six of composition and six of literature; eight of biology; eight of chemistry or physics; six of history, six of economics or political science; twelve of foreign language, of which not more than six may be a course beginning the study of a language; six of mathematics; six of Bible; six of psychology; six of philosophy; and twenty-four of work in the Department of Religion other than Bible 1. There are twenty-six semester-hours of free electives.

The following arrangement of courses is authorized for students electing this group:

<i>Freshman Year</i>		<i>Sophomore Year</i>	
	S.H.		S.H.
English	6	English	6
Bible	6	Foreign Language	6
Foreign Language	6	Biology or History	8 or 6
Mathematics	6	*Economics and Political	
History or Biology	6 or 8	Science or Psychology	6
		Religion	6
	30 or 32		
			30 or 32
<i>Junior Year</i>		<i>Senior Year</i>	
Religion	6	Religion	12
Psychology or Philosophy	6	†Philosophy or Psychology	6
Chemistry or Physics or		Electives	12 or 14
Economics (6)	8		
Electives	14 or 12		
	30 or 32		30 or 32

GROUP IV

PRE-MEDICAL

This course is designed for students who expect to pursue the study of medicine after graduation from college. The required work consists of twelve semester-hours of English, including six of composition and six of literature; twelve of foreign language, provided the student pursues the study of French and German until he has completed the equivalent of French 2 and German 8; six of Bible; ten of physics; sixteen of chemistry, including eight of organic chemistry; eight of zoölogy, twenty-two additional of laboratory science; six of

* Student may substitute here chemistry or physics if he is not electing biology.

† Unless an elective in the junior year has completed the required work in the departments of philosophy and psychology.

psychology; six of history or economics; six of mathematics; and twenty-four of free electives.

Those students who at the end of their first year of college work are recommended for good and sufficient reasons by their teachers of science and the Dean of the College as being capable of doing acceptable work in a medical school without completing the college requirements for graduation will be allowed to arrange a special course of studies that will prepare them to meet the minimum requirements of first-class medical schools at the end of their sophomore year. The tabulation of courses below is made with this possibility in view.

The School of Medicine will not be opened until 1930 and applications and catalogues will not be issued until 1929. The entrance requirements have not been determined but it is thought that they will be intelligence and character and the completion of two years of college work, including two years each of chemistry and English and one year each of biology and physics. Plans are being formed which, it is believed, will enable a student to complete a medical course in three years of forty-four weeks each.

The following arrangement of courses is authorized for students electing this group. The student taking his A.B. degree in this group may postpone some of the work of the freshman and sophomore years until his last two years.

<i>Freshman Year</i>		<i>Sophomore Year</i>	
	S.H.		S.H.
English	6	English	6
Mathematics	6	Bible	6
French or German	6	Physics	10
Zoölogy	8	Chemistry 2 and 3 (or 5 if	
Chemistry 1	8	student is eligible)	8
—	—	French or German	6
	34		36
<i>Junior Year</i>		<i>Senior Year</i>	
Psychology	6	Laboratory sciences	13
History 9 or Economics 1 or		Electives	13
Economics 2	6		—
Laboratory sciences	9		26
Electives	9		
—	—		
	30		

GROUP V**TEACHING**

This group is designed for four classes of students: (1) those who expect to teach in colleges or universities, or who for similar reasons expect to do advanced work in a graduate school; (2) those who expect to teach in secondary schools; (3) those who expect to teach in elementary schools; and (4) those who expect to adopt as a vocation some form of public school administration. These four classes of students are for convenience designated as classes A, B, C, D, and for each class a course of study is suggested below. All four classes are required to take the same general work as students in Group I, as follows: twelve semester-hours of English; eighteen of foreign language (except as specifically modified in the descriptions of Classes B, C, and D); sixteen of biology, chemistry, or physics, including eight each in any two of the three sciences; six of Bible; six of mathematics; six of economics and government; and six of history.

Since transfer from Group I (General) to Group V (Teaching) is easy, students are advised not to enter Group V until satisfied that they expect to teach after graduation. A student who enters college expecting to teach would normally enroll in Group V his first year, but if uncertain as to his intentions he would enroll in Group I and remain there until he has decided to teach. It is especially difficult, however, for prospective high school teachers to transfer after their sophomore year.

CLASS A: COLLEGE TEACHING

Students in this class take the same freshman and sophomore work as students in Group I, except that they may take six semester-hours of education and psychology as sophomores. For foreign language work they need take only twelve semester-hours of French and German in college but must complete the equivalent of second-year college work in each. In addition to the sixty-four or seventy hours of work required, including the languages prescribed, each student must complete a major of at least twenty-four semester-hours of work in the subject the student expects to continue in graduate school, twelve semester-hours of work in subjects related to the major and

approved by the department in which the major is selected; twelve semester-hours in education and psychology, or either, as a second minor, not including any secondary- or elementary-school methods; and sufficient free electives to complete the one hundred and twenty-six semester-hours of work required for graduation.

CLASS B: SECONDARY-SCHOOL TEACHING

Students who expect to teach in high schools should register in this group as early after their freshman year as possible, the work of that year being the same as for Group I. They have the same general requirements as Group I, except that the eighteen semester-hours of foreign language, which must include two languages, may include as many as twelve semester-hours in courses beginning the study of a language. In addition to the seventy semester-hours of general required work, each student must take the following: twelve semester-hours of work in education, including three of educational psychology and three of secondary education; three semester-hours of general psychology; three semester-hours of directed observation and practice teaching; six semester-hours, three in each of two fields of high school teaching, in materials and methods; and subject-matter work in the two subjects he expects to teach sufficient to amount to the following minimum amounts in the different fields as follows, including any of the generally prescribed work of Group I; twenty-four semester-hours of English, for prospective teachers of English; twelve semester-hours of Latin, over and beyond the traditional four units of Latin accepted for college entrance, for prospective teachers of Latin; eighteen semester-hours of French, over and beyond the two units of French accepted for college entrance, for prospective teachers of French; eighteen semester-hours of history and six of political science and economics, for prospective teachers of history and the social sciences; thirty semester-hours of biology, chemistry, physics, and geography or geology, for prospective teachers of high school science; and fifteen semester-hours of mathematics, for prospective teachers of mathematics. A student may prepare to teach only one science, or any one subject in high school, by taking a major of twenty-four hours in that subject in addition to general required work

in Class B, the required work in education and psychology and the specific required work in directed observation and materials and methods in the chosen subject. Since, however, most inexperienced teachers have to serve an apprenticeship in small high schools, where they must teach classes in more than one subject, students are advised to meet the suggestions of the North Carolina State Department of Public Instruction and prepare to teach in two subjects, according to the course previously outlined in this paragraph.

Students who expect to teach are warned to read carefully the certification rules of the state in which the plan to work and to advise fully with the Dean's office before electing courses in subjects they are preparing to teach. They are advised also to be careful to take their professional courses in the order outlined by the University department of education, reserving for their senior year the materials and methods courses and the directed observation and practice course. General psychology should be taken in the sophomore or the junior year.

CLASS C: ELEMENTARY-SCHOOL TEACHING

Students in this class take the same freshman and sophomore work as students in Group I, except that they take one course in education each year, which may not, however, be substituted for English either year. General requirements are the same as in Class B. Six semester-hours of education each year, or a total of twenty-four semester-hours for the four years, take the place of the major described in Group I. By the permission of the Dean of the University, students in Class C may take as much as six semester-hours of additional elective work in education, exclusive of any work in general psychology. All students in the group are required to complete a minor of twelve semester-hours in some department other than education, and all must complete at least three semester-hours of general psychology. It is recommended, but not required, that students in this class complete at least six semester-hours in American history and government.

CLASS D: PUBLIC SCHOOL ADMINISTRATION

This class is planned for students who expect to become principals of high schools or superintendents of schools, or to engage in other forms of public school administration as a

vocation; for example, elementary supervision. All requirements are the same as for Class C, except that (1) methods courses may be taken in either the secondary or the elementary field, (2) the six semester-hours in American history and government are prescribed, and (3) the work in education must include six semester-hours of school administration and supervision.

GROUP VI

PRE-LEGAL

This group is designed for students who expect to study law. The required work in this group consists of twelve semester-hours of English, including six of composition and six of literature; eighteen of two different foreign languages, of which not more than six may be in a course beginning the study of a language, and this course must be followed by a second course in the same language; sixteen of biology, chemistry, or physics, including eight each in any two of the three sciences; six of mathematics; six of Bible; six of history; six of economics; six of psychology; eighteen additional semester-hours of history and twelve additional semester-hours of economics; and free electives to complete the one hundred twenty-six semester-hours required for graduation. With the consent of the Department of Engineering the student may substitute three semester-hours of drawing and three semester-hours of surveying for one of the required courses in natural science.

The following arrangement of courses is authorized for students electing this group:

<i>Freshman Year</i>		<i>Sophomore Year</i>	
	S.H.		S.H.
English	6	English	6
Mathematics	6	Foreign Language	6
Foreign Language	6	Economics 1	6
Bible	6	History 9	6
History 1	6	Restricted elective	6 or 8
*Restricted elective	6 or 8		
			<hr/>
			30 or 32
	<hr/>		
	36 or 38		

* Within the restrictions of the general requirements of this group, the student may here choose: a foreign language course; or, biology, or chemistry, or physics; or, drawing and surveying.

If the student prefers, he may postpone this restricted elective until the sophomore year.

<i>Junior Year</i>		<i>Senior Year</i>	
Psychology	6	Economics 2	6
Economics 4	6	History 4	6
†Restricted elective	6 or 8	Electives	18 or 20
Other electives	14 or 12		
	<hr/>		<hr/>
	30 or 32		30 or 32

† In case the student has already satisfied the general requirements of the group with regard to sciences and foreign languages, he may here substitute an elective.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL OR ELECTRICAL ENGINEERING

The requirements for the degree of bachelor of science are designed for students who enter College with the purpose of preparing for civil or electrical engineering as a profession and lead to the degree of bachelor of science in civil engineering (B.S. in C.E.), or bachelor of science in electrical engineering (B.S. in E.E.).

Either of these degrees requires one hundred and thirty-eight semester-hours of work. Six semester-hours of electives must be taken in economics or political science. If a foreign language is elected it must be taken two years unless a student has sufficient entrance credits to enable him to pursue a more advanced course.

GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL OR ELECTRICAL ENGINEERING

GROUP I

CIVIL ENGINEERING

Freshman Year

FIRST SEMESTER	S. H.	SECOND SEMESTER	S. H.
Chemistry 1	4	Chemistry 1	4
English	3	English	3
Mathematics 1a, 2a	5	Mathematics 2a, 2b	5
Bible 1	3	Bible 1	3
Drawing CE1	2	Drawing CE2	2
Physical Education	R	Physical Education	R
	<hr style="width: 100px; margin: 0 auto;"/> 17		<hr style="width: 100px; margin: 0 auto;"/> 17

Three weeks of Surveying CE10 in summer. Credit, 3 semester-hours.

Sophomore Year

English	3	English	3
Mathematics 3a	4	Mathematics 3b	4
Physics for Engineers	5	Physics for Engineers	5
Surveying CE11	2	Mechanics CE6	4
Descriptive Geometry CE3.....	2		
Physical Education	R	Physical Education	R
	<hr style="width: 100px; margin: 0 auto;"/> 16		<hr style="width: 100px; margin: 0 auto;"/> 16

Junior Year

Electrical Eng. EE1a	3	Hydrology CE22	3
Hydraulics CE7	4	Strength of Materials CE8.....	3
Materials CE9	2	Curves and Earthwork CE12....	3
Highways CE15	2	Surveying CE14	3
Electives	6	Electives	6
	<hr/>		<hr/>
	17		18

Senior Year

Water Supply CE23	2	Sewerage CE24	2
Structures CE31	3	Structures CE32	4
Reinforced Concrete CE33.....	3	Masonry CE34.....	3
Railroad Engineering CE17.....	3	Highways CE16	2
Electives	6	Electives	6
	<hr/>		<hr/>
	17		17

GROUP II

ELECTRICAL ENGINEERING

Freshman Year

FIRST SEMESTER		SECOND SEMESTER	
	S. H.		S. H.
Chemistry 1	4	Chemistry 1	4
English	3	English	3
Mathematics 1a, 2a	5	Mathematics 2a, 2b	5
Bible 1	3	Bible 1	3
Drawing CE1	2	Drawing CE2	2
Physical Education	R	Physical Education	R
	<hr/>		<hr/>
	17		17

Three weeks of Surveying CE10 in summer. Credit, 3 semester-hours.

Sophomore Year

English	3	English	3
Mathematics 3a	4	Mathematics 3b	4
Physics for Engineers	5	Physics for Engineers	5
Mechanism ME1	2	Mechanics CE6	4
Descriptive Geometry CE3.....	2		
Physical Education	R	Physical Education	R
	<hr/>		<hr/>
	16		16

Junior Year

Princ. of Elec. Eng. EE1.....	4	Princ. of Elec. Eng. EE1.....	4
Hydraulics CE7	4	Strength of Materials CE8.....	3
Differ. Equations	3	Elec. Measurements	3
Thermodynamics ME2	3	Thermodynamics ME2	3
Electives	3	Electives	3
	<hr/>		<hr/>
	17		16

Senior Year

Direct Currents EE2	3	Electrical Machinery EE4	6
Alternating Currents EE3	3	Electric Power Stations EE8..	3
Elec. Transmission EE5b.....	3	High Freq. Currents EE7.....	3
High Freq. Currents EE7.....	3		
Electives	6	Electives	6
	<hr/>		<hr/>
	18		18

COURSES OF INSTRUCTION

Note: Unless otherwise specified, courses here listed are given in both semesters, and courses having numbers with exponents a or b are first and second semester courses respectively.

Courses for which the time of meeting is not stated will be given at hours to be arranged with the members of the department concerned.

The amount of credit for each course is given in semester-hours following the statement of hours of meeting.

DEPARTMENT OF BIOLOGY

PROFESSORS CUNNINGHAM, BLOMQUIST, PEARSE, WOLF, AND HALL, DR. AVERY, DR. HOPKINS, MR. BELL, MR. HEFLEY, MR. JENKINS, MR. ROOT, MR. FENNEL, MR. EVERETT, MR. EHRLICH, MISS CHEATHAM

BOTANY

FOR UNDERGRADUATES

1. **Introductory Botany.**—A general course dealing with plants. Laboratory and conferences. *First semester.* Recitation sections: *W.F.* at 8:30, 9:30, 11; *Th.S.* at 8:30, 9:30. Laboratory: *M.W.* 8:30-10:20, 11-12:50, 2-3:50; *T.Th.* 2-3:50. 4 s.h. STAFF

2. **Introductory Botany.**—A general course which may be taken as a continuation of Botany 1. *Second semester.* Recitation sections: *W.F.* at 8:30, 9:30, 11; *Th.S.* at 8:30, 9:30. Laboratory: *M.W.* 8:30-10:20, 11-12:50, 2-3:50; *T.Th.* 2-3:50. 4 s.h. STAFF

19. **General Bacteriology.**—Laboratory and lectures. *First semester.* Lecture: *M.* at 11. Laboratory: *T.Th.F.* 2-3:50. 4 s.h. PROFESSOR BLOMQUIST

3. **Structure and Classification of Algae, Liverworts, and Mosses.**—Laboratory and lectures. *First semester.* 3 s.h. PROFESSOR BLOMQUIST
Prerequisite, Botany 1.
(Not offered in 1929-1930)

4. **Plant Physiology.**—Laboratory and lectures. *First semester.* Lecture: to be arranged. Laboratory: *M.W.F.* 2-3:50. 4 s.h. DR. AVERY
Prerequisite, Botany 1.

5. **Local Flora.**—Practice in the identification and classification of plants of this section. *Second semester.* Lecture: to be arranged. Laboratory: *T.Th.* 2-3:50. 3 s.h. PROFESSOR BLOMQUIST
Prerequisite, Botany 1.

6. **Structure and Classification of Ferns, Gymnosperms, and Angiosperms.**
 —*Second semester.* Laboratory and lectures. **3 s.h.** DR. AVERY
 Prerequisite, Botany 1.
 (Not offered in 1929-1930)

7. **Mycology.**—Structure and classification of fungi. *First semester.*
 Lecture: *W. at 12.* Laboratory: *T.Th. 2-4.* **3 s.h.** PROFESSOR WOLF
 Prerequisite, Botany 1.

8. **Diseases of Plants.**—Special reference to crop plants. *Second semester.* Lecture: *W. at 12.* Laboratory: *T.Th. 2-4.* **3 s.h.** PROFESSOR WOLF
 Prerequisites, Botany 1 and 5.

11. **Structure of Economic Plants.**—*First semester.* **3 s.h.**
 Prerequisite, Botany 1. DR. AVERY
 [Not offered in 1929-30]

FOR SENIORS AND GRADUATES

12. **Cytology.**—A study of the cell, with emphasis on the relation of cell structure and behavior in growth and inheritance. *Second semester.* Lecture: *F. at 9:30.* Laboratory: *M.W.F. 2-3:50.* **4 s.h.**

DR. AVERY
 Prerequisites, Botany 1 or Zoölogy 1 and one other course of intermediate grade.

13. **Plant Genetics.**—A study of the principles of inheritance and variation in plants. *Second semester.* Lectures: *M.W.F. at 11.* **3 s.h.**
 Prerequisites, Botany 1 and Botany 2. PROFESSOR BLOMQUIST

15. **Special Problem.**—Hours and credits to be arranged.
 BOTANICAL STAFF

ZOOLOGY

7. **Heredity and Eugenics.**—A non-technical presentation of the biological principles involved in heredity. This course does not give science credit. Open to Juniors and Seniors. *First semester, M.W.F. at 9:30.* **3 s.h.** PROFESSOR CUNNINGHAM

- 7^a. **Hygiene.**—This course is open to students of all four years without preliminary requirements. The chief topics for discussion are: human anatomy and physiology; personal hygiene; nutrition; deficiency, bacterial, and protozoal diseases. *Each semester, T.Th. at 12.* **2 s.h.**

PROFESSOR McDUGAL, PROFESSOR HALL, DR. CARRINGTON, AND DR. DAVISON

1. **General Zoölogy.**—An elementary course giving a survey of the animal kingdom, with particular reference to invertebrates. Either course 2 or 3 may be taken after this course to complete a year of Zoölogy. *First semester.* Lecture: *T. at 8:30.* Quiz: *Th. or F. at 8:30.* Laboratory: *M.W. 8:30-10:20, 11-1, 2-4; T.Th. 2-4.* **4 s.h.**

PROFESSORS PEARSE, HALL AND DR. HOPKINS

2. Elementary Comparative Anatomy.—This course is a continuation of Course 1, and is recommended for pre-medical students. The laboratory work consists of the dissection and comparison of a number of types of vertebrates. *Second semester.* Lecture: *T.* at 8:30. Quiz: *Th. or S.* at 8:30. Laboratory: *M.W.* 8:30-10:20; *M.W.* 2-4. **4 s.h.**

PROFESSOR CUNNINGHAM

3. Principles of General Zoölogy.—General principles of vertebrate animal structures, functions, environmental relations, development of the individual and of the race; man's place in nature. *Second semester.* Lecture: *T.* at 8:30. Quiz: *Th. or F.* at 8:30. Laboratory: *M.W.* 8:30-10:20, *11-1, 2-4; T.Th.* 2-4. **4 s.h.**

PROFESSOR HALL

4. Comparative Histology.—The evolution of tissues. *First semester in odd years.* *T.Th.S.* 8:30-10:20. **4 s.h.**

DR. HOPKINS

5. Comparative Physiology.—The primary functions of animals of all groups and a more detailed study of the physiological processes in mammals. *Second semester.* *T.* 11-1 and 2-4; *Th.S.* at 11. **4 s.h.**

Prerequisite, one year of Zoölogy.

PROFESSOR HALL

6. Animal Parasites.—A consideration of animal parasites with particular emphasis upon those infesting man. Of particular interest to students preparing for medicine or public health work. *First semester.* *T.Th.S.* 11-1. **4 s.h.**

PROFESSOR PEARSE

Prerequisite, Elementary Zoölogy.

8. Animal Micrology.—The technique of preparing normal sections of the various types of tissue. *First semester, T.Th.S.* 8:30-10:20. **4 s.h.**

PROFESSOR CUNNINGHAM

9. General Embryology.—The fundamental principles of embryology, especially in the frog and the chick, with some work on the mammal. *First semester, M.W.F.* 11-1. **4 s.h.**

PROFESSOR CUNNINGHAM

12. Entomology.—The taxonomy, morphology, and physiology of insects, their theoretic and economic aspects. For students who have had at least one year of Zoölogy. *First semester in even years.* *T.Th.S.* 8:30-10:20. **4 s.h.**

DR. HOPKINS

13. Protozoölogy.—A study of the taxonomy, morphology and physiology of unicellular organisms. For students who have had at least one year of Zoölogy. *Second semester, T.Th.S.* 8:30-10:20. **4 s.h.**

DR. HOPKINS

COURSES PRIMARILY FOR GRADUATES, BUT OPEN TO SENIORS

WITH ADEQUATE TRAINING

10. Ecology.—Natural history of animals—relations to environment. Assigned readings, lectures, reports, conferences. For students who have had at least one year of Zoölogy. *First semester in odd years.* *M.W.* at 4. **2 s.h.**

PROFESSOR PEARSE

[Not offered in 1929-30]

11. Animal Behavior.—The development of mind in animals. Assigned readings, lectures, reports, conferences. *First semester in even years. M.W. at 4. 2 s.h.* PROFESSOR PEARSE

14. Advanced Protozoölogy.—Lectures and conferences, on the recent developments in the field of Protozoölogy. In the laboratory an individual problem will be undertaken by each student. The prerequisites for the course are (1) a definite and feasible problem, and (2) the proper training for carrying out this problem. *Second semester. 4 s.h.* DR. HOPKINS

19. Research.—Students who have had proper training may carry on research under the direction of members of the faculty. STAFF

21. Advanced Parasitology.—Lectures, conferences, and readings dealing with practical and theoretical matters relating to animal parasites. Laboratory work on special problems may be taken in connection with this course by registering for Course 19. *Second semester in odd years. M.W. at 4. 2 s.h.* PROFESSOR PEARSE

22. Advanced Ecology.—Readings, conferences, and reports; directed work in field or laboratory. *Second semester in even years. M.W. at 4. 2 or more s.h.* PROFESSOR PEARSE
[Not offered in 1929-30]

26. Experimental Embryology.—Lectures, assigned readings, and reports. In the laboratory a study is made of the effects of environment on various forms of animals, including the frog, chick, and mammal. Students electing laboratory work in connection with this course should register for Zoölogy 19. *Second semester, M.W. at 8:30. 2 s.h.*

PROFESSOR CUNNINGHAM

DEPARTMENT OF CHEMISTRY

PROFESSORS GROSS AND WILSON, ASSOCIATE PROFESSOR BUCK, ASSISTANT PROFESSOR VOSBURGH, MR. SAYLOR, MISS DAVIS, AND MESSRS. ALLEN, WRENN, KUMRO, HODGES, AND LACKEY

The courses in the department are planned with the following objects in view: (1) to give students taking chemistry as a required science a thorough knowledge of the elementary principles of the science by studying in the laboratory the more important elements and compounds which have industrial and domestic uses and by surveying briefly the chemical and economic significance of the more important industrial processes; (2) to make provision for the necessary chemical training of scientific and professional students by offering thorough, intensive work in analytical, organic, and physical chemistry; (3) to provide for those students specializing in chemistry as prospective chemists, teachers, or chemical engineers comprehensive training in higher courses, together with the opportunity to engage in investigations both of an industrial and of a pure-science nature and (for teachers) to do practice teaching.

A major in chemistry in Group I consists of twenty-four semester-hours distributed as follows: courses 2, 3, 5 and 6, totaling twenty semester-hours, and four semester-hours chosen from the following courses: 31, 41, 42, 51, 11, 15.

1. General Inorganic Chemistry.—Lectures, recitations, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. It is desirable, though not required, that students taking this course shall have taken elementary physics either in high school or in college. Lecture for all sections: *Th.* at 9:30. Recitation: Sections 1, 3, and 4, *T.S.* at 9:30, sections 2 and 6, *Th.S.* at 8:30; section 5, *W.F.* at 8:30. Laboratory: section 1, *M.* 2-5; section 2, *T.* 8:30-10:20, *S.* 9:30-10:30; section 3, *T.* 2-5; section 4, *W.* 2-5; section 5, *Th.* 2-5. **8 s.h.**

PROFESSOR WILSON WITH PROFESSOR GROSS, ASSOCIATE PROFESSOR BUCK, ASSISTANT PROFESSOR VOSBURGH, MR. SAYLOR, AND MESSRS. WRENN, HODGES, AND LACKEY

4. Household Chemistry.—A course dealing with materials used chiefly in the home. It is open to students who have passed Chemistry 1 or who have had elementary chemistry accepted for entrance credit. Two recitations and three laboratory hours. *First semester.* **3 s.h.**

PROFESSOR WILSON

2. Qualitative Analysis.—A development of the fundamentals of the ionic theory as applied to analytical reactions with special consideration of the application of the laws of chemical equilibrium and of the modern theories of solution. *First semester.* Recitation: *T.Th.* at 11. Laboratory: section 1, *M.W.* 2-5; section 2, *T.Th.* 2-5. **4 s.h.**

ASSISTANT PROFESSOR VOSBURGH, MISS DAVIS, AND MR. KUMRO

3. Quantitative Analysis.—The classroom work includes the general theory of quantitative separations, the calculation of results, and the solution of problems. The laboratory work aims to develop technique and to familiarize the student with representative quantitative methods. *Second semester.* Recitation: *T.Th.* at 11. Laboratory: section 1, *M.W.* 2-5; section 2, *T.Th.* 2-5. **4 s.h.**

ASSISTANT PROFESSOR VOSBURGH, MISS DAVIS, AND MR. KUMRO

5^a. Organic Chemistry.—An introduction to the study of the compounds of carbon. Courses 2 and 3 are prerequisite for 5^a except in special cases. Recitation: *M.W.F.* at 8:30. Laboratory: *M.* 2-5. **4 s.h.**

ASSOCIATE PROFESSOR BUCK AND MR. ALLEN

5^b. Organic Chemistry.—A more detailed study is made of subjects such as stereoisomerism, substitution in the benzene ring, diazo reactions, etc. Course 5^a is prerequisite. Recitation: *M.F.* at 8:30. Laboratory: *M.W.* 2-5. **4 s.h.**

ASSOCIATE PROFESSOR BUCK AND MR. ALLEN

Students who obtain permission from the department may take Course 5^a without taking 5^b.

6. Physical and Electro Chemistry.—Fundamentals of general theoretical chemistry illustrated by selected laboratory experiments. Recitation: *T.Th. at 8:30.* Laboratory: *F. 2-5.* **6 s.h.** PROFESSOR GROSS

15. Advanced Inorganic Chemistry.—Modern valence theories as applied to inorganic compounds, particularly of the less common types such as the metal ammines, illustrated by suitable laboratory preparations. Recitation: *M.W. at 12.* Laboratory: *F. 2-5.* **6 s.h.** PROFESSOR GROSS

Only two of the following courses will be offered in 1929-30: 62, 31^a, and 31^b.

31^a. Advanced Quantitative Methods.—Classroom discussion and laboratory determinations involving the more difficult quantitative methods. One recitation and six laboratory hours. **3 s.h.**

ASSISTANT PROFESSOR VOSBURGH

31^b. Instrumental Analysis.—A practical and theoretical study of the use of various measuring instruments in chemical analysis. One recitation and six laboratory hours. **3 s.h.**

ASSISTANT PROFESSOR VOSBURGH

62. Colloid Chemistry.—The lectures will consist of a general survey of the entire field followed by a more detailed discussion of the colloid particle. Two lectures and three hours of laboratory. **3 s.h.**

ASSISTANT PROFESSOR VOSBURGH

41. Food and Nutrition.—This course naturally follows course 4 and may be taken by persons passing that course or those who have taken or are taking Course 5. Two recitations and three laboratory hours. *Second semester.* **3 s.h.**

PROFESSOR WILSON

42. Physiological Chemistry.—A study of the chemistry of human physiology. Clinical aspects of the subject are treated with reference to the need of prospective medical students. Courses 3 and 5 are prerequisites. Course 6 is desirable though not required. *First semester.* Recitation: *M.W. at 8:30.* Laboratory: *T.F. 2-5.* **4 s.h.** PROFESSOR WILSON

43. Metabolism.—Open to students who have completed course 42 or its equivalent, and who have a reading knowledge of German. Lectures and collateral reading deal with the probable fate of foodstuffs in the body, the nitrogen balance, energy requirement, nutritive ratios, vital factors, and ductless glands. The laboratory work consists mainly of blood analysis under both normal and pathological conditions. The laboratory work may be taken by students who have passed course 42, without the lectures. In this case only two semester hours credit will be given. *Second semester.* Recitation: *M.W. at 8:30.* Laboratory: *T.F. 2-5.* **4 s.h.**

PROFESSOR WILSON

50. Intermediate Course in Organic Chemistry.—Intended for students who have had elementary organic chemistry but whose preparation is insufficient for Chemistry 51 or research, and to meet the minor requirements of graduate students in other departments. Three recitations. **3 s.h.**

ASSOCIATE PROFESSOR BUCK

51. Advanced Organic Chemistry.—A continuation of course 5^b consisting of more difficult preparations and qualitative analysis. Course 5^b and a reading knowledge of German are prerequisite. Recitation: *T.Th. at 11.* Laboratory: *T.Th. 2-5.* **8 s.h.** ASSOCIATE PROFESSOR BUCK

52. Organic Quantitative Analysis.—A course primarily for those undertaking organic research. Nine laboratory hours. **3 s.h.**

ASSOCIATE PROFESSOR BUCK

53. Synthetic Methods of Organic Chemistry.—A consideration of selected groups such as the terpenes and alkaloids with special emphasis on the synthetic methods involved. Chemistry 51 or equivalent prerequisite. *M.W.F. at 9:30.* **3 s.h.**

ASSOCIATE PROFESSOR BUCK

10. Teaching of Chemistry.—Members of this course spend from 3 to 6 hours a week in laboratory instruction, each having supervision of about 24 students. The members of the course also meet one hour a week for lecture, conference, or recitation. In addition to the above hours, they prepare the regular work of the course in which they are supervising, correct laboratory notebooks, and do the reference reading and study necessary for the conference hour. **2 or 3 s.h.** PROFESSOR WILSON

(The amount of credit depends on whether 3 or 6 hours are spent in the laboratory in addition to the conference hour.)

9. Introduction to Research.—Lectures on the use of chemical literature, research methods, recording and publication of results, preparation of theses and other topics. One lecture. **1 s.h.**

PROFESSORS GROSS AND WILSON, ASSOCIATE PROFESSOR
BUCK, AND ASSISTANT PROFESSOR VOSBURGH

11. Research.—The aim of this course is to give instruction in methods used in the investigation of original problems. Nine hours a week, laboratory, and conferences. **3 or 6 s.h.**

PROFESSORS GROSS AND WILSON, ASSOCIATE PROFESSOR
BUCK, AND ASSISTANT PROFESSOR VOSBURGH

This course is offered in both semesters; students may elect the first semester without taking the second. The amount of credit will depend on whether the course is pursued for one or two semesters. It is open to Seniors who have had courses 3, 5^b, and 6.

12. Seminar.—Open to seniors qualifying for honors in the department and required of all graduate students in chemistry. *F. at 12.* **2 s.h.**

PROFESSORS GROSS AND WILSON, ASSOCIATE PROFESSOR
BUCK, AND ASSISTANT PROFESSOR VOSBURGH

DEPARTMENT OF ECONOMICS AND POLITICAL SCIENCE

PROFESSORS GLASSON, COTTON, HOOVER, ASSOCIATE PROFESSOR WILSON,
 ASSISTANT PROFESSORS LONDON, HAMILTON, RANKIN, TOWE, AND
 MESSRS. SHIELDS, HARVILL, RATCHFORD, RUDDICK, KIRK-
 PATRICK, SIMPSON, AND SMITH

This department offers instruction in general economics, business administration, and political science. The general course in economics affords a survey of the whole field of economic thought and lays the foundation for specialized study in various branches of the subject. Advanced courses are offered in theoretical and applied economics.

A special group of studies is provided for candidates for the bachelor of arts degree who are definitely looking forward to a business career at the conclusion of their college course. This group is described as Group II under the topic, "Groups of Studies" in this catalogue. While Group II is mainly composed of liberal rather than technical studies, it gives opportunity in the junior and senior years for specialized study in such subjects as money and banking, public and corporation finance, investments, railroad and water transportation, marketing, insurance, industrial management, accounting, and business statistics.

In political science, the department offers courses which deal with the nature, origin, and functions of the state and which give detailed consideration to the political institutions of the United States, England, and other countries. Courses are also offered in political theory, international government and relations, state government, and city and county government.

ECONOMICS AND BUSINESS ADMINISTRATION

PRIMARILY FOR FRESHMEN

A. Description of Modern Industry; Economic Geography.—This course aims to furnish beginners with a background of information preparatory to the study of general economics. It is required of Freshmen in the Business Administration Group and is open to Freshmen in some of the other groups. *M.W.F. at 2, T.Th.S. at 8:30, 9:30, 2. 6 s.h.*

ASSISTANT PROFESSOR LONDON

FOR SOPHOMORES AND JUNIORS

1. Principles of Economics.—This course must be taken by all students planning to elect further courses in economics. *M.W.F. at 8:30, 9:30, 11, 12; T.Th.S. at 8:30, 11, 12. 6 s.h.*

PROFESSOR HOOVER, ASSISTANT PROFESSORS LONDON AND
 HAMILTON, MESSRS. HARVILL AND RATCHFORD

FOR SENIORS AND GRADUATES

3^a. Money and Banking.—After a preliminary study of monetary history and theory, together with an account of the development of credit instruments, there follows a more extended presentation of the theory and practice of banking. *M.W.F. at 11. 3 s.h.*

PROFESSOR GLASSON AND MR. RATCHFORD

Students who elect this course must have made a creditable record in course 1.

3^b. Public Finance.—This course deals with public expenditures, public revenues, public debts, and financial administration. *M.W.F. at 11. 3 s.h.*

PROFESSOR GLASSON AND MR. RATCHFORD

Students who elect this course must have made a creditable record in course 1.

FOR JUNIORS AND SENIORS

4^a. Corporation Finance.—A study of the growth of corporations, their organization and securities; methods of financing; problems connected with the management of capital and the distribution of earnings; the promotion and financing of corporate consolidations; corporate insolvency and reorganization. *M.W.F. at 9:30, T.Th.S. at 8:30, 11. 3 s.h.*

Prerequisite, course 1.

MR. RATCHFORD

4^b. Investment and Speculation.—The accumulation of capital. The different types of investment securities. Investment banking. The stock exchange and its functions. Taxation of investments. Analysis of investments. *M.W.F. at 9:30, T.Th.S. at 8:30, 11. 3 s.h.*

Prerequisite, course 1.

MR. RATCHFORD

5^a. Industrial Management and Business Forecasting.—The general idea of costs and the different classes of costs. The business cycle and forecasting business conditions; the control of an industry in the business cycle. The Harvard Index of General Business Conditions and the Babson and Brookmire economic and statistical services are used and reported on by the students. **3 s.h.**

[Not offered in 1929-30]

PROFESSOR COTTON

5^b. Insurance.—Introduction to actuarial science. A general course dealing with life, fire, health, and accident, employer's liability, workmen's compensation, credit, and automobile insurance, and also with bonding companies. Insurance accounting. This course is designed to give a knowledge of the chief principles and practices of insurance. A standard textbook is used. **3 s.h.**

[Not offered in 1929-30]

PROFESSOR COTTON

FOR SENIORS AND GRADUATES

54^a. Trade Unionism and Labor Problems.—Economic and industrial conditions that have given rise to unionism. A brief history of unionism in England and the United States. The structure, methods, and policies of modern unions. *M.W.F. at 8:30. 3 s.h.*

[By special permission, Seniors may substitute 54^a for 6^a]

PROFESSOR COTTON

54^b. Industrial Relations.—This course deals with the fundamental principles underlying industrial relations. Policies and plans of the management concerning employees are discussed. The class will study the organization of the labor department of various industries. Course 5^a is a prerequisite for this course. *M.W.F. at 8:30. 3 s.h.*

[By special permission, Seniors may substitute 54^b for 6^b]

PROFESSOR COTTON

FOR JUNIORS AND SENIORS

6^a. Railway, Ocean, and Inland Waterway Transportation.—History of the development of railways in the United States. Railway organization and finance; traffic management; Transportation Act of 1920; state regulation of railroads; the present status of the railroad problem. Inland water transportation. Ocean transportation. Collateral reading and the preparation of term papers are required. *M.W.F. at 8:30, T.Th.S. at 8:30, 9:30. 3 s.h.*

MR. HARVILL

6^b. Marketing Problems.—This course is designed to study the marketing of staple crops such as cotton and wheat. It also deals with the coöperative marketing of a variety of commodities. Particular attention is given to the marketing of the cotton crop. A study is made of the methods of trading and functions of the New York, New Orleans, and Liverpool Cotton Exchanges. Collateral reading and the preparation of term papers are required. *M.W.F. at 8:30, T.Th.S. at 8:30, 9:30. 3 s.h.*

MR. HARVILL

FOR SENIORS AND GRADUATES

65^a. International Trade.—An analysis of the theoretical principles underlying international trade together with an historical study of the foreign trade and tariff policies of the United States, France, Germany, and England down to 1914. *M.W.F. at 9:30. 3 s.h.*

[Not offered in 1929-30]

ASSISTANT PROFESSOR HAMILTON

65^b. Foreign Trade and Recent Commercial Policy.—A study of the influence on foreign trade of post-war protectionism, war debts, international capital movements, and inconvertible paper money. Practical problems in buying and selling abroad. Special attention given to Latin America. *M.W.F. at 9:30. 3 s.h.*

[Not offered in 1929-30]

ASSISTANT PROFESSOR HAMILTON

14^a. Economic Systems.—A study of alternative economic systems. In addition to an analysis of communism, anarchism and the variants of socialism, the course will include a consideration of other proposed modifications of the existing economic order. *M.W.F. at 2:30. 3 s.h.*

PROFESSOR HOOVER

14^b. Economic Functions of the State.—A consideration of the primary and secondary economic functions of government and of the legislation which provides for the performance of these functions, such as social legislation and the regulation of commerce and industry. *M.W.F. at 2:30. 3 s.h.*

PROFESSOR HOOVER

FOR GRADUATES AND SENIORS BY SPECIAL PERMISSION

10. History of Political Economy.—This course traces the development of economic theory, giving special attention to the various schools of economic thought in England, France, Germany, and the United States. A large amount of collateral reading in the works of typical authors is required. Lectures and class-discussions. *M.W.F. at 12. 6 s.h.*

ASSISTANT PROFESSOR HAMILTON

12. Value and Distribution.—This course is designed to introduce students to some of the more complex aspects of economic theory. Controversial phases of theory are surveyed through the medium of the works of the foremost modern economists. The course will also serve as a general review of economic theory for graduate students. *T.Th at 2. 4 s.h.*
PROFESSOR HOOVER

41. Research in Corporation Organization and Finance.—Open to graduate students and, by special permission, to Seniors who have completed creditably Economics 4^a and 4^b. *Second semester, T. 3:30-5:30. 2 s.h.*
PROFESSOR GLASSON

ACCOUNTANCY AND BUSINESS LAW

FOR SOPHOMORES

7. First-Year Accounting.—Elementary principles of single proprietorship, partnership and corporation accounting. Supervised laboratory periods will be assigned. *M.W.F. at 9:30, 12; T.Th.S. at 12. 6 s.h.*
MESSRS. SHIELDS AND KIRKPATRICK

FOR JUNIORS AND SENIORS

72. Second-Year Accounting.—Advanced theory applied to the accounting process. Open to students who have completed Accounting 7. *T.Th.S. at 9:30. 6 s.h.*
MR. SHIELDS

[Students specializing in Accounting may substitute this course for courses 5^a and 5^b]

FOR SENIORS

73^a. Auditing.—Theory and practice of balance sheet and detailed audits and special investigations. Students admitted to the course by permission of the instructor. *T.Th.S. at 12. 3 s.h.*
MR. SHIELDS

73^b. C. P. A. Problems.—Practical accounting problems, auditing analysis and theory of accounts in preparation for the Certified Public Accountant examination. Students admitted to the course by permission of the instructor. *T.Th.S. at 12. 3 s.h.*
MR. SHIELDS

FOR SENIORS AND GRADUATES

75. Advanced Industrial Accounting and Management.—This course traces the ways and means of executive control through statistics and industrial accountancy. Emphasis is put upon the economics of overhead costs. A complete practice set of cost accounting is worked by each student during the course. *T.Th.S. at 11. 6 s.h.*
PROFESSOR COTTON
Courses 5^a and 7 are prerequisites for this course.

FOR SENIORS

78. Business Law.—The fundamental principles of law as applied to common business transactions. The topics presented are: contracts, agency, bailments, sales, negotiable instruments, partnership, corporations, and bankruptcy. Textbook: Bays, *Business Law*. Casebook: Bays, *Cases on Commercial Law*. Required of Seniors in the Business Administration group. *M.W.F. at 2. 6 s.h.*
ASSISTANT PROFESSOR TOWE

POLITICAL SCIENCE

FOR JUNIORS

2. American Government and Politics.—A brief preliminary study of political organization in general is followed by a more detailed study of the American political system. The subject matter includes the several departments of the national government, the structure and functions of state governments in the United States, and the political organization of smaller areas in America. *M.W.F. at 8:30, 9:30, 12; T.Th.S. at 9:30, 12. 6 s.h.*

ASSOCIATE PROFESSOR WILSON, ASSISTANT PROFESSOR RANKIN, AND MR. SIMPSON

Course 2, which may be taken whether or not course 1 has been taken, is ordinarily prerequisite for any other course in political science; students who have not had this course or its equivalent, may be admitted to other courses in political science by approval of the individual instructors concerned.

FOR SENIORS AND GRADUATES

28^a. American Political Institutions.—A study of the formation and development of the institutions of the national government in the United States. Federal organs of government are treated historically and analytically. *T.Th.S. at 8:30. 3 s.h.*

ASSISTANT PROFESSOR RANKIN

25^a. American Political Parties and Practical Politics.—A study of the historical development, organization, and methods of political parties in the United States. Special attention is given to current American politics. *T.Th.S. at 8:30. 3 s.h.*

ASSISTANT PROFESSOR RANKIN

[Not offered in 1929-30]

25^b. Parliamentary Government.—This course, being a comparative study of popular government in modern states, deals particularly with the political systems of the British Empire, France, Germany, and Switzerland. *T.Th.S. at 8:30. 3 s.h.*

ASSISTANT PROFESSOR RANKIN

8^a. American Constitutional Law and Theory.—Attention is given to leading constitutional principles of American government, as developed through judicial interpretation. Emphasis is placed upon problems of current importance. Lectures, reading of cases, assigned legal problems. *3 s.h.*

ASSOCIATE PROFESSOR WILSON

[Not offered in 1929-30]

8^b. Railroad Regulation in the United States.—A brief consideration of the general problem of governmental regulation of railroads is followed by a more intensive study of the powers and activities of regulatory bodies, state and federal. The latter part of the course deals with an analysis of the Transportation Act of 1920 and its administration up to the present time. *3 s.h.*

ASSOCIATE PROFESSOR WILSON

[Not offered in 1929-30]

9^a. State Government in the United States.—The subject-matter covers the historical development of government in the states of the Union, the present political organization, and relations between state and federal governments. *M.W.F. at 12. 3 s.h.*

ASSISTANT PROFESSOR RANKIN

9^b. City and County Government.—A study of the general problems of city government in the United States and in Europe. The latter part of the course is devoted to a study of county government in the United States, with particular reference to North Carolina. *M.W.F. at 12. 3 s.h.*

ASSISTANT PROFESSOR RANKIN

26^a. Political Thought to the Seventeenth Century.—In the course of a survey of political thought from the time of Plato and Aristotle to the seventeenth century, special emphasis is placed upon the development of important concepts in political theory. *T.Th.S. at 12. 3 s.h.*

ASSOCIATE PROFESSOR WILSON

26^b. Modern Political Theory.—The political theories of Hobbes, Locke, Rousseau, Montesquieu, Harrington, Burke, and John Stuart Mill are studied with particular reference to their influence upon American political thought. The latter part of the course deals with socialism and the modern idea of the state. *T.Th.S. at 12. 3 s.h.*

ASSOCIATE PROFESSOR WILSON

27. International Law and International Organization.—Elements of international law and the application of principles through recent judicial interpretation and in international negotiations. Particular attention is given to the manner in which the law has been interpreted and applied by the United States. The League of Nations and the Permanent Court of International Justice are studied in some detail. *T.Th.S. at 2:30. 6 s.h.*

ASSOCIATE PROFESSOR WILSON

DEPARTMENT OF EDUCATION

PROFESSORS HOLTON, PROCTOR, AND CHILDS, ASSOCIATE PROFESSOR CARR,
ASSISTANT PROFESSOR DIMMITT, AND MRS. SMITH, MR. COOKE,
MR. BRADY, MISS GRAY, AND MISS SOUTHERLAND

The purposes of the Department of Education are (1) to develop greater appreciation of the value of the school as an institution; (2) to impart a knowledge of educational principles and methods of teaching; (3) to acquaint the student with the status of elementary and secondary education of the present day and to equip him for service in these fields as superintendent, supervisor, principal, or teacher; (4) to make a careful study of educational conditions and needs in North Carolina and in the South.

Courses in the department are designed for three groups of students: (1) students with teaching experience or others who have definitely chosen teaching as their life work; (2) Juniors and Seniors who desire to study the school as an outstanding social institution; and (3) teachers

working in Durham or other cities and counties whose work is sufficiently accessible to the University to permit them to enroll in Saturday and afternoon classes.

Students who do not expect to teach but merely desire an understanding of the school as part of a liberal education are advised to elect such courses as 4 and 5 for their introductory work in the department and then to elect further work in accordance with their special interests. Students who expect to engage in the various phases of teaching should plan their courses in accordance with the general regulations for Group V as outlined in this catalogue, p. 45.

FOR FRESHMEN

A. Orientation Course in Study and Study Habits.—A course for freshmen whose high school and other records indicate the need of help in working out a satisfactory method of study. The factors of study, the use of text-books, note-taking from lectures and parallel readings, and applications of the factors of study to the daily problems of the student are among the matters considered. *First semester, M.W.F. at 9:30. Either semester, M.W.F. at 2, T.Th.S. at 9:30. 3 s.h.*

PROFESSORS HOLTON AND PROCTOR, ASSISTANT PROFESSOR DIMMITT, AND MR. BRADY

FOR FRESHMEN AND SOPHOMORES

B. The Learning Process.—A course in elementary educational psychology, required of all freshmen and sophomores entering Group V. *First semester, M.W.F. at 11. Either semester, T.Th.S. at 9:30. Second semester, M.W.F. at 9:30, 2. 3 s.h.*

PROFESSOR CHILDS AND ASSISTANT PROFESSOR DIMMITT

FOR FRESHMEN WHO HAVE HAD COURSE B, AND FOR SOPHOMORES

1. Introduction to Teaching.—A survey of the work of the teacher intended to assist the pupil in choosing intelligently some field of teaching work for future specialization. Topics: qualification and training of teachers, nature and aims of education, nature and purpose of public school curricula, nature of subject-matter and its relation to pupil activity, modern classroom procedure in teaching. *First semester, M.W.F. at 8:30. Second semester, M.W.F. at 11. 3 s.h.*

ASSOCIATE PROFESSOR CARR

FOR SOPHOMORES WHO HAVE HAD COURSE B, AND FOR JUNIORS

4. Introductory Course in the History of Education.—A study of the types of educational systems and institutions evolved in western Europe and the United States as an introduction to current educational problems. *First semester, M.W.F. at 11. Second semester, M.W.F. at 8:30. 3 s.h.*

PROFESSOR HOLTON

FOR SOPHOMORES WHO HAVE HAD COURSE 1 AND FOR JUNIORS

5. Introduction to Educational Sociology.—A study of social forces, processes, and values as affecting education, and the interaction of school and community. *First semester, M.W.F. at 12. Second semester, M.W.F. at 11. 3 s.h.*

PROFESSOR CHILDS AND MR. COOKE

FOR JUNIORS

3. School Organization and Administration for the Classroom Teacher.—A study of the problems of school organization, control, and administration as they arise in the work of the classroom teacher. *Either semester, M.W.F. at 8:30. 3 s.h.*

PROFESSOR PROCTOR AND MR. COOKE

FOR JUNIORS AND SENIORS

2A^a. Methods of Teaching and Presentation of Subject-Matter in the Primary School.—A study of materials and methods in the mother-tongue, writing, and number in the primary grades. A minimum of fifteen laboratory periods of observation and practice-teaching. *M.W.F. at 9:30. 3 s.h.*

ASSOCIATE PROFESSOR CARR AND MISS GRAY

2A^b. Methods of Teaching and Presentation of Subject-Matter in the Primary School.—A study of materials and methods in the primary subjects other than language, reading, writing, and arithmetic. A minimum of fifteen laboratory periods of observation and practice-teaching. *M.W.F. at 9:30. 3 s.h.*

ASSOCIATE PROFESSOR CARR AND MISS GRAY

2B^a. Methods of Teaching and Presentation of Subject-Matter in the Grammar Grades.—A study of materials and methods in the language, reading, and arithmetic of the grammar grades. A minimum of fifteen laboratory periods of observation and practice-teaching. *T.Th.S. at 9:30. 3 s.h.*

ASSOCIATE PROFESSOR CARR AND MISS SOUTHERLAND

2B^b. Methods of Teaching and Presentation of Subject-Matter in the Grammar Grades.—A study of materials and methods in the grammar grade subjects other than language, reading, and arithmetic. A minimum of fifteen laboratory periods of observation and practice-teaching. *T.Th.S. at 9:30. 3 s.h.*

ASSOCIATE PROFESSOR CARR AND MISS SOUTHERLAND

6. Principles of Secondary Education.—A study of the nature and scope of secondary education, emphasizing an introduction to the professional literature in the field. *First semester, M.W.F. at 11. Second semester, M.W.F. at 12. 3 s.h.*

PROFESSOR CHILDS

8^a. Mental Tests and Applications.—A study of the development of intelligence testing, the conception of general intelligence, and various recent applications of mental tests. **3 s.h.**

ASSISTANT PROFESSOR DIMMITT

[Not offered in 1929-30]

8^b. Educational Measurements.—A study of the purposes and uses of standardized tests and scales with special emphasis on their use in the improvement of instruction. **3 s.h.** ASSISTANT PROFESSOR DIMMITT
[Not offered in 1929-30]

FOR SENIORS

10^b. General Methods in the High School: Observation and Practice Teaching.—A required course in Group V, Class B, open only to seniors who have completed or are carrying course 6. *First semester, M.W.F. at 12. Second semester, M.W.F. at 11. 3 s.h.*

PROFESSOR PROCTOR AND MR. COOKE

FOR SENIORS AND GRADUATES

7. Technique of Teaching.—An advanced course in the teaching process, dealing with the theory underlying sound technique and applied specifically to the work of the elementary school. Prerequisite: teaching experience or six semester-hours of work in materials and methods. *First semester. 3 s.h.* ASSOCIATE PROFESSOR CARR
[Not offered in 1929-30]

9. Statistical Methods Applied to Education.—A study of statistical methods of treating educational and social data designed to enable teacher or administrator to interpret and use the results of scientific investigations in education. *Second semester, F. 3:30-5:30, S. at 11. 3 s.h.* ASSISTANT PROFESSOR DIMMITT

10^a. Psychological Principles of Secondary Education.—A study of adolescence and the psychology of learning as applied to teaching the principal high school subjects. **3 s.h.** PROFESSOR CHILDS
[Not offered in 1929-30]

11. Introduction to the Philosophy of Education.—A consideration of fundamental concepts underlying educational theory. *First semester. 3 s.h.* PROFESSOR HOLTON
[Not offered in 1929-30]

12. The Curriculum and Materials of the Elementary Grades.—A study of curriculum problems in the elementary school. *First semester, T. 3:30-5:30, S. at 8:30. 3 s.h.* ASSOCIATE PROFESSOR CARR

13^a. Legal Phases of School Administration.—A study of judicial decisions and the development of outstanding features of statute law controlling school administration, with special emphasis upon North Carolina materials. *Second semester, W. 3:30-5:30, S. at 12. 3 s.h.* PROFESSOR HOLTON

13^a. Studies in the Historical Development of Public School Administration.

—An advanced course devoted to the development of public school administration in the South, with especial reference to North Carolina as a type. *First semester, W. 3:30-5:30, S. at 12. 3 s.h.*

PROFESSOR HOLTON

14. History of Education in the United States.—A study of the development of the American public school and the interaction of higher education and the public school. *First semester. 3 s.h.* PROFESSOR HOLTON
[Not offered in 1929-30]

15^a. Sociological Foundations of the Secondary School Subjects.—A consideration of the aims and objectives of secondary school subjects, emphasizing practical problems of curriculum-making in the high school. Prerequisite: six semester-hours in education, including course 5. *T. 3-5, Th. at 12. 3 s.h.*

PROFESSOR CHILDS

15^b. Principles of Vocational Guidance.—A study of the objectives and underlying principles of vocational education, emphasizing this phase of education in North Carolina and the South. The study seeks to formulate a working program for vocational counsellors and others whose teaching function will involve problems of vocational and educational guidance. Prerequisite: six semester-hours in educational sociology, preferably courses 5 and 15^a. *3 s.h.*
[Not offered in 1929-30]

PROFESSOR CHILDS

15^c. Rural Sociology.—A study of rural life with emphasis upon the social and economic forces which apply to the life of the rural community. *Second semester, T. 3-5, Th. at 12. 3 s.h.*

PROFESSOR CHILDS

16. Secondary School Organization and Administration.—A study of the outstanding problems of secondary school organization and administration other than the problem of gradation and classification of pupils. *Second semester, M. 3:30-5:30, S. at 9:30. 3 s.h.*

PROFESSOR PROCTOR

17^a. The Teaching of High School History.—Identical with History 12. The course counts as an elective in the Department of Education only when approved by the Department and the instructor. *6 s.h.*

ASSOCIATE PROFESSOR SHRYOCK

17^b. The Teaching of Mathematics.—Identical with Mathematics 13. The course counts as an elective in the Department of Education only when approved by the Department and the instructor. *3 s.h.*

PROFESSOR RANKIN

17^c. The Teaching of Physical Education.—Identical with Physical Education 1. The course counts as half-credit in the Department of Education for students who have had or are carrying Education 6 or 10^b or other approved course in secondary education. *First and second semesters.*

MISS GROUT

17^a. The Social and Economic Position of Women.—A course in vocational guidance for women that counts as a general elective, but not as part of either a major or minor in Education or toward a North Carolina state teacher's certificate. The purpose of the course is to give the historical background of the changing social and economic position of women, the contributions made by outstanding women, and the vocational opportunities open to women. *Second semester. 2 s.h.* MRS. SMITH

18^a. Experimental Education.—An introduction, including a brief historical survey of the field, to some of the most important problems and methods in experimental education. Experiments and reports in the general field of learning, the psychology of the school subjects, and related fields. *3 s.h.* PROFESSOR _____

[Not offered in 1929-30]

18^b. Investigation of Study Problems.—A brief survey of the available literature on study, followed by extensive case-work in the study habits of high school and undergraduate college students. Diagnosis, corrective and remedial teaching in so far as possible, and reports. An introductory course in educational diagnosis and the treatment of individual differences. *3 s.h.* PROFESSOR _____

[Not offered in 1929-30]

22. Methods of Teaching and Supervising the Fundamental Subjects.—An advanced course for teachers in service and for students who have completed at least twelve semester-hours of work in education. *Second semester, T. 3:30-5:30, S. at 8:30. 3 s.h.* ASSOCIATE PROFESSOR CARR

23. Public School Finance.—A study of educational costs, sources of revenue for the support of public education, collection of revenue, basis of distribution, and accounting for funds spent. *First semester, M. 3:30-5:30, S. at 9:30. 3 s.h.* PROFESSOR PROCTOR

24. Current Problems in Public Education as Revealed Through School Surveys.—A study of recent developments in public education as revealed through school surveys and resulting from the survey movement. *Second semester. 3 s.h.* PROFESSOR HOLTON

[Not offered in 1929-30]

26. History of Secondary Education in the United States.—A study of historical and comparative conceptions of the secondary school, changes in American life affecting the secondary school, present status of the secondary school, current tendencies toward expansion, and the problem of state and federal aid. *First semester. 3 s.h.* PROFESSOR PROCTOR

[Not offered in 1929-30]

28. Psychology of Learning.—A study of different types of learning, the principles which underlie successful guidance of learning, methods and conditions of learning, individual differences, etc. Constant reference to experimental literature. *First semester, F. 3:30-5:30, S. at 11. 3 s.h.*
ASSISTANT PROFESSOR DIMMITT

32. Elementary School Supervision.—A survey of supervision as a means of improving instruction and adapting the curriculum to child and community needs. *Second semester. 3 s.h.* ASSOCIATE PROFESSOR CARR
[Not offered in 1929-30]

33. Administrative Pupil Accounting.—An advanced study of gradation and classification of pupils, with incidental attention to the keeping of records and the making of reports. The study includes a consideration of individual differences, promotions, acceleration, and retardation of pupils; the various plans for classification and gradation; interpreting the results of tests; and some practice in the computation of statistical measures. *First semester. 3 s.h.* PROFESSOR PROCTOR
[Not offered in 1929-30]

34. Recent Movements in American Education.—An intensive study of educational thought and practice since 1900. *First semester. 3 s.h.*
PROFESSOR HOLTON
[Not offered in 1929-30]

FOR TEACHERS IN SERVICE AND FOR OTHER STUDENTS BY PERMISSION

Teachers are referred to the courses listed for seniors and graduates on this page and preceding pages scheduled for late afternoon hours and Saturday periods. Graduate teachers will find other courses in the graduate section of the annual catalogue and in the graduate bulletin. Undergraduate courses are offered when there is sufficient demand from teachers in the elementary schools.

DEPARTMENT OF ENGINEERING

ASBURY BUILDING

PROFESSORS HALL, BIRD, SEELEY, AND SCHEALER

DRAWING

CE 1-2. Engineering Drawing.—Orthographic projection, lettering, pictorial representation, intersections, and developments. *T.Th. 2-5. 4 s.h.*
MR. BIRD

CE 3. Descriptive Geometry.—Problems relating to point, line, plane, solid. Prerequisite, CE 1-2. *First semester, T. at 12, F. 2-5. 2 s.h.*
MR. BIRD

MECHANICS

CE 6. Mechanics.—Concurrent forces, parallel forces, non-concurrent and non-parallel forces, centroids, friction, moment of inertia, translation, rotation, work, energy, momentum. Prerequisite, Mathematics 3^a. *Second semester, M.W.Th.F. at 11. 4 s.h.*
MR. BIRD

CE 7. Hydraulics.—Hydrostatics; flow of water through orifices, weirs, pipes, and open channels; general principles of water wheels and turbines. Prerequisite, CE 6. *First semester, M.W.F. at 9:30, T. at 12. 4 s.h.*

MR. HALL

CE 8. Strength of Materials.—Elastic bodies under stress; flexure of simple, overhanging, fixed, and continuous beams; columns; combined stresses; etc. Prerequisite, CE 6. *Second semester, M.W.F. at 9:30. 3 s.h.*

MR. BIRD

CE 9. Materials of Engineering.—Study and testing of materials. One class and one three-hour laboratory period weekly. *First semester. 2 s.h.*

MR. BIRD

CIVIL ENGINEERING

CE 10. Plane Surveying.—Exercise in use of chain, tape, compass, level, transit, and plane-table; surveys and resurveys. Eight hours a day, three weeks. *Summer school. 3 s.h.*

MR. HALL

[For fee for this course, see bulletin of the Summer School.]

CE 11. Plane Surveying.—Care and adjustment of instruments, differential and profile leveling, use of sextant, transit surveys. Prerequisite, CE 10. *First semester, M.W. 2-5. 2 s.h.*

MR. HALL

CE 12. Curves and Earthwork.—Simple, compound, and easement curves, earthwork computations, and mass diagrams as applied to highway work; observations on Sun and polars for latitude, time, and azimuth. *Second semester, T.Th.S. at 8:30. 3 s.h.*

MR. HALL

CE 14. Advanced Surveying.—Field work in connection with course CE 12. Slope staking, earthwork, simple and compound curves; determination of meridian by observations on Polaris and Sun. Concurrent with CE 12. *Second semester, M.W.F. 2-5. 3 s.h.*

MR. HALL

CE 15. Highway Engineering.—Location, construction, and maintenance of roads and pavements; dust prevention; road economics. *First semester, T.Th. at 8:30. 2 s.h.*

MR. HALL

CE 16. Highway Engineering.—Testing of cement, sand, stone, gravel, and bituminous materials. *Second semester, T.Th. at 8:30. 2 s.h.*

MR. HALL

CE 17. Railroad Engineering.—Construction and maintenance of track and track-work, economics, operating conditions affecting location. *First semester, M.W.F. at 11. 3 s.h.*

MR. BIRD

CE 22. Hydrology.—Factors affecting precipitation, evaporation from land and water surfaces, relation of precipitation to run-off, estimating run-off, floods and flood flows, applications of hydrology. Prerequisite, CE 7. *Second semester, M.W.F. at 11. 3 s.h.*

MR. HALL

CE 23. Public Water Supply.—Quantity and quality of water required, hydraulics of wells, reservoirs, works for purification and distribution of water, tests and standards of purity of water for drinking purposes. Prerequisite, CE 22. *First semester, M.W. at 12. 2 s.h.*

MR. HALL

CE 24. Sewerage.—Sewerage systems, rainfall and storm water flow, size of storm and sanitary sewers, sewage disposal. Prerequisite, CE 22. *Second semester, M.W. at 12. 2 s.h.* MR. HALL

CE 31. Steel Structures—Stresses.—Roofs, parallel chord bridges under all types of loads, inclined top chord bridges including sub-divided panels, wind bracing. Prerequisite, CE 6. *First semester, T.Th. at 9:30, W. 2-5. 3 s.h.* MR. BIRD

CE 32. Steel Structures—Design.—Built beams, plate girders, tension members, compression members, tension and compression members, end posts, stringers, floor beams, pins, plates, etc. Drafting. Prerequisites, CE 8, 31. *Second semester, T.Th. at 12 and 2-5. 4 s.h.* MR. BIRD

CE 33. Reinforced Concrete.—Theory and design of reinforced concrete beams, slabs, columns. Prerequisite, CE 8. *First semester, M.W.F. at 8:30. 3 s.h.* MR. BIRD

CE 34. Masonry Structures.—Ordinary foundations, dams, retaining walls, arches, piers, abutments. Prerequisites, CE 8, 33. *Second semester, M.W.F. at 8:30. 3 s.h.* MR. BIRD

ELECTRICAL ENGINEERING

EE 1. Principles of Electrical Engineering.—An elementary course covering direct and alternating currents and the fundamental principles of direct and alternating current machinery. This course serves as a general introductory course for electrical engineering students. Prerequisites, Physics for Engineers, Mathematics 3 (or concurrent). *M.W.F. at 12, W. 2-5. 8 s.h.* MR. SEELEY

EE 1^a. Principles of Electrical Engineering.—A short elementary course covering the principles of direct current and alternating current machinery, especially designed for students in civil engineering. Prerequisites, Physics for Engineers. *First semester, T.Th. at 11, F. 2-5. 3 s.h.* MR. SCHEALER

EE 2. Principles of Electrical Engineering: Advanced Direct Current Machinery.—A study of the principles which underlie the design and operation of all types of direct current machinery. Prerequisites, EE 1, Mathematics 3. *First semester, T.Th. at 9:30, T. 2-5. 3 s.h.* MR. SCHEALER

EE 3. Principles of Electrical Engineering: Advanced Alternating Currents.—The algebra of vectors and complex quantities used in electrical engineering. An advanced course in alternating currents and alternating current circuits. Prerequisites, EE 1, Mathematics 3. *First semester, M.W.F. at 11. 3 s.h.* MR. SCHEALER

EE 4. Principles of Electrical Engineering: Advanced Alternating Current Machinery.—The principles underlying the construction and operation of alternating current machinery. A study of synchronous generators and motors, parallel operation of alternators, polyphase and single phase induction motors, series and repulsion motors, synchronous converters, static transformers. Prerequisite, EE 3. *Second semester, M.T.W.Th.F. at 8:30, Th. 2-5. 6 s.h.* Mr. SCHEALER

EE 5. Electrical Transmission.—A course of lectures and recitations on the factors involved in the transmission of electrical energy over long distances and the use of hyperbolic functions in the solution of transmission line problems. Concurrent with EE 3. Prerequisite, EE 1. *First semester, M.W.F. at 8:30. 3 s.h.* Mr. SCHEALER

EE 6. Electric Railways.—A course of lectures and recitations relating to the construction, operation, and equipment of different types of electric railways. Prerequisites, EE 1, 2. *Second semester, T.Th. at 12, W. at 2. 3 s.h.* Mr. SCHEALER

EE 7. High Frequency Alternating Currents.—An advanced course on the principles of wire and wireless communication. A thorough study is made of the theory of coupled circuits, antenna radiation, wave propagation over metallic circuits, nature of speech and sound, vacuum tubes, vacuum tube circuits, wire and wireless telephone circuits. Prerequisites, EE 3, Mathematics 6. *First semester, T.Th. at 12, F. 2-5; second semester, T.Th. at 9:30, M. 2-5. 6 s.h.* Mr. SEELEY

EE 8. Electric Power Stations.—A course of lectures and recitations pertaining to the design, construction and operation of electric power stations, both steam and hydraulic. Consideration of prime movers; generating machinery; powdered fuel and stoker equipment; switchboards; instruments and protective devices; operation and management; visits to neighboring plants. Prerequisites, EE 1, ME 2. *Second semester, M.W.F. at 11. 3 s.h.* Mr. SCHEALER

ME 1. Elements of Mechanism.—A short course covering revolving and oscillating bodies, drives, transmissions, gears, gear trains, cams, linkages, and miscellaneous composite mechanisms. Prerequisite, Freshman Mathematics. *First semester, Th. at 11, M. 2-5. 2 s.h.* Mr. SEELEY

ME 2. Elementary Thermodynamics and Heat Engines.—Introduction to the principles and applications of thermodynamics. A study of the properties of steam and the equipment for its generation and utilization, with some time spent on the internal-combustion engine. Inspection trips are made to neighboring power plants. Prerequisites, Physics for Engineers, Mathematics 3 (or concurrent). *First semester, M.W.F. at 11; second semester, M.W.F. at 8:30. 6 s.h.* Mr. SEELEY

DEPARTMENT OF ENGLISH

PROFESSORS BROWN, GILBERT, WHITE, BAUM, HUBBELL, AND GREENE,
 ASSISTANT PROFESSOR MITCHELL, MESSRS. JORDAN, BLACKBURN,
 PATTON, WARD, AND GREGORY, AND MRS. VANCE

1. English Composition and English Poetry.—During the first semester the work of the course consists chiefly of composition; during the second term it is divided between the study of literature and writing. *M.W.F. at 9:30, 11, 12, 2; T.Th.S. at 8:30, 11, 12. 6 s.h.*

ASSISTANT PROFESSOR MITCHELL, MESSRS. JORDAN, BLACKBURN,
 PATTON, WARD, AND GREGORY, AND MRS. VANCE

Students who receive a grade of 75 or more in the work of composition of both semesters and a grade of 75 or more in the work in literature are transferred on recommendation of their instructors to sections of English 2 for work in English during their sophomore year; those whose grades in the work of composition of both semesters fall between 70 and 75 are transferred for work in English during their sophomore year to sections of English C 2; those students who do not earn a grade of 70 in composition during the first semester are required to continue the study of composition during the second semester; if they earn the passing grade of 70 or more in the work of composition at the end of the second semester, they receive credit for the first half-year of work, and during their sophomore year they do the work of the second semester of English 1; students whose grades in the work of composition for both semesters fall below 70 must repeat the entire course during their second year.

C 2. English Composition.—A second course in composition for Sophomores. *M.W.F. at 2; T.Th.S. at 8:30, 12. 6 s.h.* MR. JORDAN

Students who are required to take English C 2 may take English 2 as an elective.

2. Prose Literature.—This course consists of a reading and study of selected works of the best writers of prose. Lectures are given on the lives of the authors studied, the periods of literary history, and the origin and growth of the various types of prose literature. Special emphasis is placed upon the study of biography. *M.W.F. at 8:30, 9:30, 12; T.Th.S. at 9:30. 6 s.h.*

PROFESSOR GREENE, AND MESSRS. BLACKBURN
 AND PATTON, AND MRS. VANCE

English 2 or C 2 is required of all Sophomores; English 2 is open as an elective to all undergraduates who do not take it as a required course. Sophomores who passed English 1 with recommendation to sections of English 2 may take C 2 as their required English in their second year and carry English 2 as an elective. English 2 or its equivalent is required of all students who do their major work in English.

C 3^a,^b. Composition.—This is a practical course for students who desire a greater mastery of and facility in the use of the language than they get from courses 1 and C 2 and who want some specific training in the vocation they expect to follow. *T.Th.S. at 9:30, 11. 6 s.h.*

PROFESSOR MITCHELL

A student may take course C 3^a only, but only in rare instances may a student enroll in course C 3^b without having had course C 3^a. Students who wish to take the other courses in journalism must have credit for at least C 3^a. Students who wish to take this course must have made a grade of 75 or more in English 1, or they must have credit for English 1 and English C 2. The number of students in this course is limited to thirty, and all must have the consent of the instructor.

C 14^a,^b. Journalism.—This course offers further study and practice in composition to those who have done especially good work in English 1 and in English C 2. It is planned to satisfy the needs of those who want to become efficient in all the higher forms of writing to be found in newspapers and magazines. *6 s.h.*

PROFESSOR HUBBELL

Students who enroll for this course must have the consent of the instructor, and they should have credit for both courses 3^a and 3^b; however, a student may enroll for either semester of course C 14 without having had course C 3^b.

[Not offered in 1929-30]

3. Shakespeare.—All of Shakespeare's plays are read; nine are studied critically in class. *T.Th.S. at 11. 6 s.h.*

PROFESSOR BROWN

4. American Literature.—This course considers in an exhaustive manner the works of some of the American writers. *M.W.F. at 8:30. 6 s.h.*

PROFESSOR HUBBELL

Course 4 is open only to Seniors and Graduates.

5. English Literature, 1798-1832.—This course consists of a study of representative English writers of prose and poetry from Wordsworth to Tennyson. *M.W.F. at 11. 6 s.h.*

PROFESSOR WHITE

6^a,^b. Chaucer.—*M.W.F. at 12. 6 s.h.*

PROFESSOR BAUM

Course 6^a,^b is open only to Seniors and Graduates.

7. Anglo-Saxon.—This course requires no previous study of Anglo-Saxon. The first semester is given to a thorough study of Anglo-Saxon grammar and to the reading of Anglo-Saxon prose; the second semester, to the reading and interpretation of *Beowulf*. *T.Th.S. at 12. 6 s.h.*

PROFESSORS BROWN AND BAUM

Course 7 is open only to Seniors and Graduates.

8. Middle English.—This course consists of an introduction to the study of early Middle English literature and of a study of the history of the English language. **6 s.h.** PROFESSOR BAUM

Students may elect course 8 without having studied either Old or Middle English. Open only to Seniors and Graduates.

[Not offered in 1929-30]

9^{a,b}. The Drama of the Elizabethan Period.—A study of the drama in England from its beginnings to 1640. **6 s.h.** PROFESSOR GILBERT

Course 9 is open to Seniors and Graduates.

[Not offered in 1929-30]

10^a. English Literature, 1550-1625.—This course considers the most important non-dramatic literature from 1550 to 1625 except the works of Spenser. **3 s.h.** PROFESSOR GILBERT

Open only to Seniors and Graduates.

[Not offered in 1929-30]

10^b. English Literature, 1625-1660.—This course considers the most important works other than drama from 1625 to 1660 except the works of Milton. **3 s.h.** PROFESSOR GILBERT

Open only to Seniors and Graduates.

[Not offered in 1929-30]

11^a. English Literature, 1660-1744.—*T.Th.S. at 8:30.* **3 s.h.**

PROFESSOR WHITE

Open only to Seniors and Graduates.

11^b. English Literature, 1774-1798.—*T.Th.S. at 8:30.* **3 s.h.**

PROFESSOR WHITE

Open only to Seniors and Graduates.

12. The History of the Novel in England.—**6 s.h.**

PROFESSOR WHITE

[Not offered in 1929-30]

13^{a,b}. English Romances.—This course consists of a rapid reading of the chief romances of the Middle English period. **6 s.h.**

PROFESSOR BAUM

[Not offered in 1929-30]

15. The Drama in England, 1640-1770.—*First semester, M.W.F. at 11.* **3 s.h.** PROFESSOR BAUM

Course 15 is open only to Seniors and Graduates.

16^{a,b}. The Teaching of Literature and Composition in the High School.—This course is intended especially for those students who expect to teach in the high schools and for teachers in the city or county who desire instruction in the teaching of English. The work of the course includes consideration of methods and aims in the study of literature and the writing of English, the nature and values of the various kinds of litera-

ture, the planning of the high-school course, and the study of the most important English classics in the high school curriculum. **6 s.h.**

PROFESSOR GILBERT

Course 16 is open to Seniors, Graduates, and teachers with experience.
[Not offered in 1929-30]

17. The Ballad and Other Folk-Lore.—This course consists of an extensive study of the ballad and other ancient and modern folk-songs and of the other fifteen kinds of folk-lore as found in North Carolina and other sections of America. Much of the material used in the course is in manuscript form, and still other material studied is that collected by the class during the year; thus the student gets training in collecting and classifying songs and other forms of folk-lore. Each student is assisted in developing some subject pertaining if possible to conditions in his native section. *M.W.F. at 12. 6 s.h.*

PROFESSOR BROWN

Course 17 is open only to Seniors and Graduates.

18^a. The Drama, 1770-1892.—**3 s.h.**

PROFESSOR HUBBELL

[Not offered in 1929-30]

18^b. The Drama, 1892-1928.—*T.Th.S. at 8:30. 3 s.h.*

PROFESSOR HUBBELL

19^a. Contemporary Poetry and Verse-Writing.—Beginning with a study of the elements and technique of poetry, this course proceeds to a general survey of twentieth-century poetry, giving special attention to the various modern forms and tendencies. *M.W.F. at 9:30. 3 s.h.*

PROFESSOR WHITE

A student may enroll for 19^a only, but no one is expected to enroll for 19^b without credit for 19^a.

19^b. Contemporary Poetry and Verse-Writing.—The work of this course consists chiefly of the writing of verse by members of the class and of criticism of the manuscripts by the class. *M.W.F. at 9:30. 3 s.h.*

PROFESSOR WHITE

No student may enroll for this course without the consent of the instructor; only a small number can be admitted.

20. Spenser and Milton.—An exhaustive study of the works of Spenser and Milton. *First semester, M.W.F. at 8:30. 6 s.h.*

PROFESSOR GILBERT

Course 20 is open only to Seniors and Graduates.
[Only the first half of 20 is offered in 1929-30.]

21. Critical Study of Literary Masterpieces.—The first semester is devoted mainly to the essay and related forms; the second, to other types, including narrative and lyric poetry, the novel, and the short-story. **6 s.h.**

PROFESSOR BAUM

[Not offered in 1929-30]

22^a. Stage Problems.—This course deals with all phases of play-producing, lighting, scenery, costuming, directing, and similar problems. **3 s.h.** PROFESSOR _____

[Not offered in 1929-30]

22^b. History of the Theatre.—This course deals with methods of play-production in the various historical periods of dramatic literature. **3 s.h.** PROFESSOR _____

[Not offered in 1929-30]

23^a. Play-Producing.—This is a course in the actual presentation of plays. Attention is given to voice-cultivation, stage-business, and other problems. **3 s.h.** PROFESSOR _____

[Not offered in 1929-30]

23^b. Special Problems in Play-Production.—This course continues the work of 23^a. Emphasis is placed on the presentation of plays representative of the various periods of dramatic history. **3 s.h.** PROFESSOR _____

[Not offered in 1929-30]

25. English Literature, 1832-1900.—This course consists of a study of the prose and poetry of the period, with special emphasis on the works of Tennyson and Browning. *T.Th.S. at 8:30.* **6 s.h.** PROFESSOR GREENE

26. English Literature, 1400-1550.—*T.Th.S. at 11.* **6 s.h.**

PROFESSOR BAUM

Course 26 is open only to Seniors and Graduates.

27^{a, b}. Studies in the Romantic Poets of the Early Nineteenth Century.—This course considers in an exhaustive manner the works of some of the Romantic poets. *T.Th.S. at 9:30.* **6 s.h.** PROFESSOR WHITE

Course 27 is open only to Seniors and Graduates.

28. American Literature.—This course consists of wide reading in American prose and poetry. *T.Th.S. at 12.* **6 s.h.** PROFESSOR HUBBELL

30. Studies in Victorian Literature.—This course considers in an intensive way the works of some of the most important writers of the period. *M.W.F. at 9:30.* **6 s.h.** PROFESSOR GREENE

Course 30 is open to Seniors and Graduates.

32^a. Literary Criticism.—A history of literary criticism to 1700. *T. 3:30-5:30, S. at 12.* **3 s.h.** PROFESSOR GILBERT

Open to Seniors and Graduates.

32^b. Literary Criticism.—A history of literary criticism from 1700 to the present. **3 s.h.** PROFESSOR GILBERT

Open to Seniors and Graduates.

[Not offered in 1929-30]

ARGUMENTATION AND PUBLIC SPEAKING

FOR SOPHOMORES, JUNIORS, AND SENIORS

Public Speaking.—A course in the fundamentals of public speaking with emphasis upon the effective presentation of ideas. *First semester, M.W.F. at 9:30; T.Th.S. at 11. 3 s.h.* MR. HERRING

Argumentation.—A course dealing with the principles of argumentation and debating with special emphasis upon brief-making and practice-speaking. Public questions are studied as parallel work. *Second semester, M.W.F. at 9:30. 3 s.h.* MR. HERRING

DEPARTMENT OF GERMAN

PROFESSORS WANNAMAKER, KRUMMEL, AND VOLLMER, MR. WILSON,
AND DR. SHEARS

The Department of German attempts in the courses offered below to meet the needs of two classes of students, those intending to make a systematic and prolonged study of the German language and literature and those wishing to acquire a ready reading knowledge of modern German prose. The opportunity to write a great many exercises and see them carefully corrected, to take frequent dictations in German, and to hear the language spoken a part of each recitation-hour in the elementary courses ought to enable the student to understand a connected lecture in German.

FOR ALL STUDENTS

1. Elementary German.—Pronunciation, grammar, and translation; dictation, easy prose, and poetry. *M.W.F. at 8:30, 11; T.Th.S. at 8:30, 9:30, 11. 6 s.h.* PROFESSORS WANNAMAKER, KRUMMEL, AND VOLLMER, MR. WILSON, AND DR. SHEARS

2. Intermediate German.—Grammar and composition; dictation; spoken German; reading of narrative and dramatic prose. *M.W.F. at 9:30; T.Th.S. at 8:30, 9:30. 6 s.h.* PROFESSORS KRUMMEL AND VOLLMER, MR. WILSON, AND DR. SHEARS

PRIMARILY FOR STUDENTS OF SCIENCE

8. Scientific German.—The translation and, as soon as possible, the reading without translation of modern scientific prose. **6 s.h.**

PROFESSOR WANNAMAKER AND MR. WILSON

PRIMARILY FOR JUNIORS

3. German Prose Fiction.—Origin and development of the German novel; reading and discussion of typical selections from representative authors of the various literary movements of the nineteenth century. Lectures and reports. *T.Th.S. at 11. 6 s.h.* PROFESSOR KRUMMEL

4. Introduction to the Classic Drama.—Selected plays from Lessing, Schiller, Goethe, and Kleist. Prerequisites: German 1 and 2. *M.W.F. at 11. 6 s.h.* MR. WILSON

6. German Drama of the Nineteenth Century.—A study of the leading dramatists from Kleist to Hauptmann. Lectures, collateral reading, and reports. **6 s.h.** PROFESSOR KRUMMEL

[Not offered in 1929-30]

FOR JUNIORS AND SENIORS

7. Advanced Composition: Conversation.—Grammar-review; oral and written composition in German. Recommended for those who are specializing in German. **6 s.h.** PROFESSOR KRUMMEL

9. Great Epochs in German Literature.—The great epochs in German literature studied through English translations. Lectures, discussions, and collateral reading. (No knowledge of German required.) *T.Th.S.* at 9:30. **3 s.h.** if taken in only one semester. **6 s.h.**

PROFESSOR VOLLMER

10. Schiller.—Lectures on his life and writings. His dramas and prose works will be read. Prerequisites: German 1 and 2. **6 s.h.**

PROFESSOR VOLLMER

FOR SENIORS AND GRADUATES

5. Goethe.—This course is intended to acquaint the student with the methods of independent research while making a careful study of the author's most important works, with special emphasis upon the broader aspects of his ever-widening interests and literary activities. *M.W.F.* at 9:30. **6 s.h.**

PROFESSOR KRUMMEL

11. Middle High German.—The language and literature of Germany's first classical period. Grammar and translation. *First semester:* Wright's *Middle High German Primer*, and *Der arme Heinrich*. *Second semester:* *Das Nibelungenlied*, *Tristan und Isolde*, or *Parzival*. *Afternoon hours.* **6 s.h.**

PROFESSOR VOLLMER

12^a. Gothic.—Phonology and morphology of Gothic as the basis of modern English and German. Reading of Ulfilas Gothic version of the Bible. *Afternoon hours.* **3 s.h.**

PROFESSOR VOLLMER

12^b. Old Norse.—An introductory course. *Afternoon hours.* **3 s.h.**

PROFESSOR VOLLMER

13. Leibnitz to Romanticism.—Eighteenth century German literature in its relation to contemporary European philosophy. Lectures, collateral reading. Open to all students with reading knowledge of German. **6 s.h.**

PROFESSOR VOLLMER

DEPARTMENT OF GREEK

PROFESSOR PEPPLER AND ASSISTANT PROFESSOR JOHNSON

Courses 6, 7, and 15 are entirely in English and require no knowledge of the Greek language. The purpose in offering them is to give a wider circle of students some conception of the debt which modern civilization owes to the Greeks.

9. Course for Beginners.—*M.W.F. at 8:30. 6 s.h.*

Open to all students.

ASSISTANT PROFESSOR JOHNSON

11. Xenophon.—*Anabasis*, Books I-IV. *M.W.F. at 9:30. 6 s.h.*

ASSISTANT PROFESSOR JOHNSON

Open to students who offer one unit of Greek for admission and to those who have completed course 9.

1. Homer.—*Iliad*, Books I-VI. *T.Th.S. at 8:30. 6 s.h.*

PROFESSOR PEPPLER

Open to students who offer two units of Greek for admission and to those who have completed courses 9 and 11 or their equivalent.

2. Plato.—*Apology*, *Crito*, and selections, together with collateral reading in the *Memorabilia* of Xenophon and in the *Clouds* of Aristophanes. **Euripides.**—One play, to serve as an introduction to Greek tragedy. **6 s.h.**

PROFESSOR PEPPLER

Open to students who offer three units for admission and to others who have completed the required preliminary work.

12. Greek Prose Composition.—The character of this course is determined by the needs of the students who elect it. **2 s.h.**

PROFESSOR PEPPLER

6. Greek Literature in English Translations.—The purpose of this course is to give a general survey of the life and civilization of the Greeks, especially to those who have never studied the language but wish to become acquainted with some of the choicest portions of the literature by the use of translations. It is, however, open as an elective to all Juniors and Seniors, whether they know Greek or not. First, the *Iliad* and the *Odyssey* are read in translation and illustrated with stereopticon views of the excavations and discoveries at Troy and other cities of the Mycenaean age; then, many of the extant plays of the three great tragic poets are studied in English translations. *T.Th.S. at 9:30. 6 s.h.*

PROFESSOR PEPPLER

This course may be taken in the second semester whether or not it was taken in the first.

7. Greek Art.—Illustrated lectures, study of the textbook, and other assigned reading. For the sake of historical perspective, a cursory account of art in the Stone Ages and in Egypt and Mesopotamia is given at the beginning of the course; then, some time is devoted to the art of

prehistoric Greece. The principal objects of study are the sculpture and architecture of classic Greece. No knowledge of Greek is required. Open as an elective to Juniors and Seniors. *T.Th.S. at 11. 6 s.h.*

ASSISTANT PROFESSOR JOHNSON

15. Greek History.—Lectures, study of the textbook, and other assigned reading. The public institutions and private life of the Greeks receive attention. At the beginning of the course a rapid survey of the history of earlier peoples is given. No knowledge of Greek is required. Open as an elective to Juniors and Seniors. *M.W.F. at 11. 6 s.h.*

ASSISTANT PROFESSOR JOHNSON

FOR SENIORS AND GRADUATES

3. Greek Drama.—Selected plays are read, and their dramatic construction and distinctive features are discussed. *6 s.h.*

PROFESSOR PEPPLER

4. Homer.—*Odyssey*. Pindar and Bacchylides. *6 s.h.*

PROFESSOR PEPPLER

5. Greek Historians.—Herodotus, Books VII and VIII; Thucydides, Books VI and VII. *6 s.h.*

PROFESSOR PEPPLER

16^a. Greek Archaeology.—The topography and monuments of Athens are studied, and other matters supplementary to course 7 are presented. Course 16^a is intended primarily for students who wish to prepare themselves for study in Greece or for work toward an advanced degree. Courses 1 (or its equivalent) and 7 are prerequisites. *3 s.h.*

ASSISTANT PROFESSOR JOHNSON

16^b. Greek Epigraphy.—The history of the alphabet is studied, and important inscriptions are read for their content. Prerequisite, Greek 2 or its equivalent. *3 s.h.*

ASSISTANT PROFESSOR JOHNSON

DEPARTMENT OF HISTORY

PROFESSORS BOYD, LAPRADE, AND RIPPY, ASSOCIATE PROFESSORS SHRYOCK, CARROLL, AND BALDWIN, ASSISTANT PROFESSOR NELSON, DR.

LANNING, MESSRS. MCCLOY AND FLANDERS

The courses in history are designed (1) to give a comprehensive survey of modern European and American history; (2) to provide for a more detailed study of certain phases of English, American, and Hispanic-American development; (3) to give some knowledge of the problems and resources of the general reader and the teacher of history.

Course 1 is a prerequisite for all other courses, and one course in addition is required of all who wish to elect course 4; course 9 is prerequisite for courses 13, 19, and 20. Sophomores who took only one semester of course 1 in the freshman year may be admitted to course 9 or 16 provided they made a grade of 85 or above on the semester taken.

Courses offered for Seniors and Graduates are limited to twenty-five students; Juniors may not elect them without special permission from the department and the Council on Graduate Instruction.

FOR FRESHMEN AND SOPHOMORES

1. Modern and Contemporaneous Europe.—In this course the development of modern Europe since the middle of the eighteenth century is traced with special reference to the rise of nationality, the industrial revolution, scientific thought, domestic politics in the leading states, colonial expansion, diplomacy, and the world war. *M.W.F. at 8:30, 9:30, 11, 12; T.Th.S. at 8:30, 9:30, 11, 12. 6 s.h.*

ASSOCIATE PROFESSORS SHRYOCK, CARROLL, AND BALDWIN,
ASSISTANT PROFESSOR NELSON, DR. LANNING,
MESSRS. McCLOY AND FLANDERS

PRIMARILY FOR SOPHOMORES AND JUNIORS

9^a. Political and Social History of the United States to 1800.—A general survey of the development of the United States in which effort is made to place the proper emphasis on underlying economic or other causes of political and social progress. Required readings in the *Yale Chronicles of America* with the presentation of book reviews and one research paper. *First semester, M.W.F. at 11; T.Th.S. at 12. 3 s.h.*

PROFESSOR RIPPY AND DR. LANNING

9^b. Political and Social History of the United States, 1800 to 1860.—This course completes the work begun in 9^a. *Second semester, M.W.F. at 11; T.Th.S. at 12. 3 s.h.*

PROFESSOR RIPPY AND DR. LANNING

16. The Development of Modern Europe.—This course is designed as a guide to the study of the forces that have produced Europe as it is today, starting with the Renaissance and the Reformation. *M.W.F. at 11. 6 s.h.*

ASSOCIATE PROFESSOR CARROLL

This course is not open to students who take course 2.

FOR JUNIORS AND SENIORS

2. Western European Civilization.—This course is a study of the development in Western Europe of the familiar institutions and culture of modern society. *M.W.F. at 11. 6 s.h.* ASSISTANT PROFESSOR NELSON
[Not offered in 1929-30]

Sophomores who made an average grade of 85 or more on course 1 may also be admitted to this course. It is not open to those who have had or are taking course 16.

14^a. History of the United States since 1860.—A continuation of History 9. The Civil War and its results, the evolution of reconstruction policies, cultural, political, and economic development since 1876, the world war, and post-bellum problems. *First semester, M.W.F. at 9:30. 3 s.h.*

DR. LANNING

14^b. History of the United States Foreign Policy.—This course traces the history of American Diplomacy since 1789. *Second semester, M.W.F. at 9:30. 3 s.h.*
 PROFESSOR RIPPY

Course 9 is a prerequisite for courses 14^a and 14^b which replace former courses 13^a and 13^b.

19. Social and Economic History of the American People.—Particular attention is given to the relationship between economic forces and such phases of social life as the family, morals and customs, immigration, crime and punishment, amusements, public opinion, and public health. *M.W.F. at 12. 6 s.h.*
 ASSOCIATE PROFESSOR SHRYOCK

Course 9 is a prerequisite for this course.

20. The Church in American History.—Among the subjects considered are the relation of theology and church government to political theory and practice, the social and political results of the Great Awakening and of ecclesiastical controversies, the part played by the Church in the American Revolution and in the making of state constitutions, in education, westward expansion, in the reform movements of the nineteenth century, labor controversies, the Civil and World Wars, and internationalism. *M.W.F. at 11. 6 s.h.*

ASSOCIATE PROFESSOR BALDWIN

Course 9 is a prerequisite for this course.

24. English History.—A survey of transitions in the political institutions and social development from the Norman Conquest to the present. *T.Th.S. at 11. 6 s.h.*
 PROFESSOR LAPRADE

FOR SENIORS AND GRADUATES

103. The Union, Confederacy, and Reconstruction.—The subjects considered are the rise of secession, the constitutional and economic problems of the Union and Confederacy, and the political and economic adjustments during reconstruction. *First semester, M.W.F. at 12. 3 s.h.*

PROFESSOR BOYD

104. English Constitutional History.—After a brief review of the Anglo-Saxon period, a detailed study is made of those medieval institutions which form the basis of the British constitution. This is followed in the second semester by a general survey of the changes wrought in English political history during the seventeenth and eighteenth centuries, the main lines of constitutional development since 1800, and an outline of the British government as it exists today. **6 s.h.**

PROFESSOR LAPRADE

[Not offered in 1929-30]

110. Constitutional History of the United States, 1763 to 1860.—Among the subjects considered are the issues and nature of the Revolution, the problems of the confederation, the nature of the constitution in the light of its early interpretations, the rise of political parties, sectionalism and its attendant political and economic interests, and the slavery controversy. **6 s.h.**

PROFESSOR BOYD

[Not offered in 1929-30]

112. The Teaching of History and Civics (Education 17*).—This course consists of informal discussions, based upon collateral reading and observation work, of such topics as aims, tests for values, the social-studies, curriculum, class-room procedure, course and lesson planning, etc. The class is limited in numbers to fifteen, admission being made only after consultation with the instructor, preferably during the preceding spring. Only such Seniors are admitted as are thinking seriously of teaching history in the high schools, who have taken at least eighteen hours of history in college, and who expect to qualify for a North Carolina Grade A teaching certificate. These qualifications, however, do not necessarily apply to graduate students, who may be admitted upon consultation with the instructor at the beginning of the fall term. *T.Th.S. at 12. 6 s.h.* ASSOCIATE PROFESSOR SHRYOCK

117. Europe since 1870.—International relations since the Franco-German War is the chief subject of study in this course; special emphasis is placed upon the underlying economic and political influences. *6 s.h.*
[Not offered in 1929-30] ASSOCIATE PROFESSOR CARROLL

118. The History of the European Proletariate.—This course is concerned chiefly with the origins, expansion, and organization of the industrial working classes of Europe. The following problems are emphasized: the decline of serfdom, the growth of an urban working class and social revolutions in England, France, and Germany prior to the eighteenth century, the results of the Industrial Revolution, and labor movements and theories during the nineteenth and twentieth centuries. *T.Th.S. at 9:30. 6 s.h.* ASSOCIATE PROFESSOR CARROLL

122. Early Modern History.—A survey of the social and political changes in Western Europe during the fourteenth and fifteenth centuries, the Protestant Revolt and the Catholic Reaction of the sixteenth century, and the rise of toleration. *T.Th.S. at 8:30. 6 s.h.*

ASSISTANT PROFESSOR NELSON

123. Medieval Institutions and Culture.—A consideration of the classical heritage, the Germanic infusion, development of ecclesiastical, feudal, monarchical and communal institutions, relations of Church and State, the rise of universities, vernacular literatures, philosophy and art, in the period 300-1300 A.D. *6 s.h.*

ASSISTANT PROFESSOR NELSON

[Not offered in 1929-30]

130. The History of North Carolina.—The evolution of the commonwealth from its origins to the present is traced with particular emphasis on social conditions and the recent period. *Second semester, M.W.F. at 12. 3 s.h.*

PROFESSOR BOYD

131. The Hispanic-American Republics.—A survey of the political, economic, and social development of the Hispanic-American nations since the beginning of the movement for independence in 1810. Considerable attention is also given to the foreign commerce and foreign relations of these nations. *First semester, M.W.F. at 9:30. 3 s.h.*

PROFESSOR RIPPY

132. The Hispanic Colonies of the New World.—The development of the Iberian states as colonizing powers, the work of the conquerors, the Spanish colonial policy and system, their influences and results, native races, the international contest for supremacy, and the decay of Spanish power in America and the Philippines. *Second semester, M.W.F. at 9:30. 3 s.h.* DR. LANNING

DEPARTMENT OF LATIN AND ROMAN STUDIES

PROFESSOR ROSBOROUGH, ASSISTANT PROFESSOR GATES,
MR. SLEDD, AND —————

Work is offered in several branches of Roman Studies: Latin Language and Literature, Roman Art and Archaeology, Roman History. Students who have little or no knowledge of the Latin language may pursue courses A, 12, 13, 14, and 15. Majors in Latin are expected to pursue courses D, C-2, and 15 as early as feasible in their college career.

Students who have not completed the standard high school course in Latin and also those who desire to begin the study of Latin in college as a basis for further work in ancient and modern languages, or as pre-medical or pre-legal courses, may avail themselves of courses A and B, which are offered to help students to make up a deficiency and are by no means designed to supplant high school teaching of Latin.

A. Course for Beginners.—While this course is in general the equivalent of the first two years of high school Latin, it is necessarily more comprehensive and intensive for college students. Students who offer one entrance unit in Latin must take the course throughout the year, receiving credit for the second semester only, and all students, in order to receive any credit for the course, must follow up with course B the next year. *T.Th.S. at 8:30. 6 s.h.* MR. SLEDD

B. Cicero, Vergil, Ovid.—(To be accompanied by course C-1.) This course is for those who enter college with two units or three units of standard preparatory school Latin and for those who have completed course A. College credit is given for the course only in so far as there is no duplication of entrance credits, and those entering with three units must take the course throughout the year. *T.Th.S. at 9:30. 6 s.h.* MR. SLEDD

The following courses are open to students who offer four standard entrance units in Latin and to those who have completed course B. Those registering for course 1 are advised to register for C. [See below.]

1^a. Livy.—The History of Rome. Emphasis on principles of grammar as an aid to translating, sight translation, and reading Latin as Latin. Section 1 (men), *M.W.F. at 9:30*; section 2 (women), *T.Th.S. at 9:30. 3 s.h.* ASSISTANT PROFESSOR GATES AND MR. SLEDD
(Cicero's *De Senectute* may be substituted.)

1^b. Horace.—The Odes and Epodes. Attention is drawn to interesting features of Roman social life, and the art and form of Horace's poetry will be studied. Section 1 (men), *M.W.F. at 9:30*; section 2 (women), *T.Th.S. at 9:30. 3 s.h.* ASSISTANT PROFESSOR GATES AND MR. SLEDD
(A survey course in Latin poetry may be substituted.)

C-1. Latin Composition.—Strongly recommended to students pursuing course 1, and may be required of them at the discretion of the instructor. Open to all students taking regular Latin courses in the college. This is a semester course and is given each semester. Section 1, *T. at 2*; section 2, *F. at 2*. 1 s.h.

MR. SLEDD

Of the following courses only C-2 and D are open to qualified Freshmen. It is preferred that course 2 follow 1^a.

C-2. Latin Composition.—A more advanced course than C-1 designed to meet the needs of students in courses 1-b to 5-b; required of Latin majors; especially recommended to prospective teachers of Latin and its descendent languages. Some attention will be paid to prosody. *W. at 2*. 2 s.h.

PROFESSOR ROSBOROUGH *et al.*

D. Sight Reading in Medieval Latin.—An informal reading circle meeting throughout the year once a week for an hour and a half of rapid reading in Medieval Latin authors. The aims of the course are to train students to read Latin with greater confidence and ease, and acquaint them with a rich field of source material. Recommended to students of Medieval Institutions and Culture (History 23), required of Latin majors; open to those who have had 1-a or an equivalent. No outside preparation is required. *Time arranged to suit convenience of class*. 2 s.h.

PROFESSOR ROSBOROUGH

2^a. Roman Comedy: Plautus and Terence.—Selected plays are read and interpreted, the main objects being to gain an appreciation of Roman comedy, to show its relation to modern comedy, and to acquire a feeling for conversational Latin of everyday life. *M.W.F. at 11*. 3 s.h.

ASSISTANT PROFESSOR GATES AND MR. SLEDD

2^b. Cicero's Letters.—Reading and interpretation of selected letters in the light of Roman social life and political conditions of the late years of the Republic. *M.W.F. at 11*. 3 s.h.

ASSISTANT PROFESSOR GATES

3^a. Tacitus and Suetonius.—Selections from books I-VI of the *Annals* of Tacitus with parallel readings in Suetonius's biography of Tiberius offer much interesting subject matter and at the same time present two important Roman conceptions of history and the historian's task. *M.W.F. at 9:30*. 3 s.h.

PROFESSOR ROSBOROUGH

3^b. Roman Satire.—Juvenal's literary satire will form the basis of the course, and selections from the social satire of Horace and from Persius will be read. *M.W.F. at 9:30*. 3 s.h.

PROFESSOR ROSBOROUGH

4^a. Roman Lyric and Elegiac Poetry.—Catullus, Tibullus, Propertius, and Ovid. Reading and interpretation of selected poems. Notes on the development of these art forms. *T.Th.S. at 8:30*. 3 s.h.

ASSISTANT PROFESSOR GATES

4^b. Roman Philosophy.—Lucretius: *De Rerum Natura* (selections), and readings from the philosophical works of Cicero and Seneca. *T.Th.S.* at 8:30. **3 s.h.** ASSISTANT PROFESSOR GATES

5^a. The Roman Epigram. PROFESSOR ROSBOROUGH
[To be offered again in 1930-31]

5^b. Letters of the Younger Pliny. PROFESSOR ROSBOROUGH
[To be offered again in 1930-31]

FOR SENIORS AND GRADUATES

6^a. Roman Fiction.—The short story and novel of antiquity. The short stories of Apuleius and parts of the *Satyricon* of Petronius form the major part of the reading. Notes on the Milesian tale; its history; characteristics; development as a literary form; and its service as a prototype for subsequent writers, including Boccaccio, Chaucer, La Fontaine, *et al.* **3 s.h.** PROFESSOR ROSBOROUGH

6^b. Early Latin Christianity.—Readings in Tacitus, Pliny, Minucius Felix, Tertullian, Lactantius, Cyprian, Jerome, St. Augustine, *et al.* This course is of value to those whose interests are confined to the subject matter, as well as to those interested from the linguistic point of view. It is primarily a rapid reading course. **3 s.h.**

PROFESSOR ROSBOROUGH

One of the two courses 7 and 8 will be offered in 1929-30.

7. Epic Poetry.—From Vergil as a center, a study is made of the Epic poets from Andronicus and Nævius to Statius. *M.W.F.* at 9:30 (*tentative*). **6 s.h.** ASSISTANT PROFESSOR GATES

8. Roman Dramatic Literature.—The Comedies of Plautus and Terence. The Tragedies of Seneca. A rapid reading course combined with notes on Roman drama and the development of Latin forms and syntax. *M.W.F.* at 9:30 (*tentative*). **6 s.h.** ASSISTANT PROFESSOR GATES

9. Vulgar Latin.—An introductory study of the everyday language of the middle classes of the Latin-speaking world from 200 B.C. to the time when its descendants, the Romance languages, may be differentiated from it and from one another, about 600 A.D. Of interest to students of Latin and Romance philology. Three hours a week throughout the year. **6 s.h.** PROFESSOR ROSBOROUGH

For further courses for Graduates see the announcement of the Graduate School.

COURSES OF GENERAL INTEREST

The following courses are open to students whose primary interest may or may not be in Latin. To the former they are complementary, while to the latter they are of interest in the general subjects of literature, history, and art.

12. Latin Literature in English Translation.—Roman Literature of the Republic (first semester) ; Roman Literature of the Empire (second semester). This course consists of a study of the History of Latin Literature and the reading of Latin authors in the best English translations. There is no ancient language requirement for admission. The course may not be substituted for a foreign language requirement. Open to students who have completed six semester-hours in any one of the following literatures (exclusive of courses for beginners and of grammar and composition courses) : Greek, Latin, Romance Languages, English, and German. Credit of 3 semester-hours will be given for one semester's work in this course. *M.W.F. at 11. 6 s.h.*

PROFESSOR ROSBOROUGH

13. Roman Civilization.

[Not offered in 1929-30]

14. Introduction to Roman Archaeology.

[Not offered in 1929-30]

It is recommended that Latin majors take course 15 as early in their career as feasible.

15^a. The Roman Republic.—An historical survey of the rise and development of social and governmental institutions of Republican Rome. Open to all students. *T.Th.S. at 8:30. 3 s.h.*

PROFESSOR ROSBOROUGH

15^b. The Roman Empire.—The foundation of the Imperial System, its progress and decline. In this survey of the Empire from the accession of Augustus to the death of Justinian more especial attention will be devoted to the Augustan Age and succeeding years down to the death of Marcus Aurelius, this being a period rich in literary and cultural attainment. Open to all students. *T.Th.S. at 8:30. 3 s.h.*

PROFESSOR ROSBOROUGH

DEPARTMENT OF MATHEMATICS

PROFESSORS FLOWERS, MARKHAM, RANKIN, AND ELLIOTT, ASSISTANT PROFESSORS PATTERSON, ROBISON, ALDRIDGE, HICKSON, AND MILES, AND MESSRS. ARNOLD, CLARKSON, PETTIS, AND MISS STOKES

Students may elect any of the courses offered in this department for which they have had sufficient preparation. Professors Hickson and Miles will probably offer courses which we are unable to announce at the present time.

1^a. College Algebra.—The work in algebra comprises principally the more advanced portions of algebra, including the binomial theorem, variation, theory of equations, etc. *Each semester, M.W.F. at 9:30, 11; T.Th.S. at 8:30, 9:30, 11. 3 s.h.*

STAFF

This course is required of all students. Students found deficient in elementary algebra may be required to review this before registering for Mathematics 1^a.

1^b. Solid Geometry.—Given second semester on sufficient demand.

STAFF

This course carries elective credit only.

2^a. Plane Trigonometry.—Trigonometric formulas, theory of logarithms, solution of right and oblique triangles, and special problems. This course is given each semester, but the enrollment is limited to 25 for each of the two periods in the first semester. *First semester, M.W.F. at 11; T.Th.S. at 11. Second semester, M.W.F. at 9:30, 11; T.Th.S. at 8:30, 9:30, 11. 3 s.h.*

STAFF

Prerequisite, except by special permission of the department, course 1^a. Course 2^a is required of all students.

2^b. Analytic Geometry.—This course includes the definitions, equations, and properties of the straight line and conic sections in rectangular coordinates, parametric equations of loci, tangents, normals, etc., and transformations of coordinates, the general equation of the second degree. *Each semester. First semester, M.W.F. at 8:30. 3 s.h.*

PROFESSORS RANKIN AND ELLIOTT, AND ASSISTANT PROFESSORS
ROBISON, PATTERSON, HICKSON, AND MILES

Prerequisite, course 2^a.

A special course consisting of Mathematics 1^a, 2^a, and 2^b is given for engineering Freshmen. *M.W.Th.F.S. at 9:30.*

3^a. Differential Calculus.—*Each semester, M.W.F. at 8:30, and Th. at 2. 4 s.h.*

PROFESSORS RANKIN AND ELLIOTT, AND ASSISTANT PROFESSORS
PATTERSON, ROBISON, HICKSON, AND MILES

Prerequisite, course 2^b.

3^b. Integral Calculus.—*Each semester, M.W.F. at 8:30, and Th. at 2. 4 s.h.*

PROFESSORS RANKIN AND ELLIOTT, AND ASSISTANT PROFESSORS
PATTERSON, ROBISON, HICKSON, AND MILES

Prerequisites, courses 2^b and 3^a.

FOR SENIORS AND GRADUATES

4^a. Theory of Equations and Determinants.—*M.W.F. at 11. 3 s.h.*

ASSISTANT PROFESSOR PATTERSON

4^b. Modern Higher Algebra.—A study of linear dependence, solution of a set of linear equations. Study of matrices, linear transformations, invariants of linear transformations, bilinear forms. Text: Bocher's *Introduction to Higher Algebra. 3 s.h.*

ASSISTANT PROFESSOR ROBISON

5. Advanced Calculus.—This course is a study of the processes of the calculus, their meanings and applications. It is designed to furnish a necessary preparation for advanced work in analysis and applied mathematics. Prerequisite, course 3. *M.W.F. at 9:30. 6 s.h.*

PROFESSOR ELLIOTT

6. Differential Equations.—A study of the more common types of ordinary differential equations with emphasis on geometrical interpretations and applications to geometry and physics. Prerequisite, course 3. *First semester, T.Th.S. at 11. 3 s.h.* PROFESSOR ELLIOTT

7. Projective Geometry.—The elements of projective geometry treated synthetically. Introduction to homogeneous coordinates with application to projective geometry. Study of different types of collineations. Prerequisite, analytic geometry and preferably calculus, with which it may, however, be taken simultaneously. *T.Th.S. at 8:30. 6 s.h.*

ASSISTANT PROFESSOR ROBISON

8. Analytic Geometry of Space.—The first part of the course includes the usual subjects treated in rectangular coordinates. Tetrahedral coordinates are then introduced by means of linear transformations, under which various invariant properties are established. An introduction to differential geometry is also included. The course may be conveniently divided into semester courses. Prerequisite, analytic geometry and preferably calculus, with which it may, however, be taken simultaneously. *6 s.h.* PROFESSOR ELLIOTT

9. Fourier's Series and Spherical Harmonics.—The properties of Fourier's Series and Spherical Harmonics with application to problems of mathematical physics. Prerequisite, Calculus. *3 s.h.*

ASSISTANT PROFESSOR ROBISON

10. Vector Analysis.—This course is a study of the different vector products and the calculus of vectors, with applications to geometry and mechanics. Prerequisite, course 3. *Second semester, T.Th.S. at 11 (tentative). 3 s.h.* PROFESSOR ELLIOTT

12. History of Mathematics.—A study of the development of mathematics from 3,000 B.C. up to the present. This course deals with the evolution of the following topics: number system, arithmetic, geometry, algebra, trigonometry, analytical geometry, calculus, modern geometry. Brief sketches of the lives of the builders of mathematics will be given. *First semester, T.Th.S. at 9:30. 3 s.h.* PROFESSOR RANKIN

Prerequisites, courses 3^a, 3^b.

13. Teaching of Mathematics.*—This course is designed primarily for those who intend to teach high school and college mathematics. It deals with the recent changes in methods of studying mathematics. *Second semester, T.Th.S. at 9:30. 3 s.h.* PROFESSOR RANKIN

Prerequisites, courses 3^a, 3^b.

14. College Geometry.—Modern geometry of the triangle, transversals, harmonic sections, harmonic properties of the circle, inversions, poles, polars, etc. Valuable to teachers of high school geometry. *Second semester. 3 s.h.* PROFESSOR RANKIN

Prerequisite, courses 2, 3^a.

* This course carries graduate credit for students whose major subject is education.

DEPARTMENT OF PHILOSOPHY

PROFESSOR CRANFORD AND ASSISTANT PROFESSOR RHINE

FOR SOPHOMORES, JUNIORS, AND SENIORS

1. Introduction to Philosophy.—This course is intended to acquaint the student with the nature of philosophical problems and to show how they arise in the mind of the individual. Psychology 1, or its equivalent is a prerequisite for this course, except by special permission. Lectures, assigned readings with reports. *First semester, M.W.F. at 12. 3 s.h.*

PROFESSOR CRANFORD

2. History of Philosophy.—This course gives a general survey of the field of philosophy and considers the leading historical solutions of philosophical problems. Prerequisite, Psychology 1, or its equivalent. Text, lectures, assigned readings with reports. *Second semester, M.W.F. at 12. 3 s.h.*

PROFESSOR CRANFORD

6. Logic.—A study of the fundamental principles underlying all reasoning, both deductive and inductive, and their application in scientific methods of thinking. Textbook, lectures and assigned readings. *Second semester, M.W.F. at 9:30. 3 s.h.*

PROFESSOR CRANFORD

7. An Outline History of Science.—A review of the origin and development of the modern sciences. A general history of scientific method, of the achievement by mankind of analytical and experimental ways of thinking. Two lectures and one discussion hour. *First semester, T.Th.S. at 12. 3 s.h.*

ASSISTANT PROFESSOR RHINE

FOR SENIORS AND GRADUATES

3. The Philosophy of Conduct.—This course attempts a critical inquiry into the fundamental concepts and principles of human conduct. These are approached from the standpoint of nature, psychology, and philosophy. It analyzes the content of moral consciousness and seeks to find the laws that rule in the realm of virtue and finally to discover the ultimate nature of the right. Lectures and textbook. Text used: Everett's *The World of Values*. *First semester, T.Th.S. at 12. 3 s.h.*

PROFESSOR CRANFORD

4. Christian Ethics.—This course attempts a critical inquiry into the fundamental concepts and principles of conduct in the light of Christianity. It seeks to show the practical application of these concepts and principles in a doctrine of Christian virtue and duties. Lectures and textbook. Text used: Smythe's *Christian Ethics*. *Second semester, T.Th.S. at 12. 3 s.h.*

PROFESSOR CRANFORD

5. Idealism.—A survey of idealistic systems of philosophy, with chief emphasis on the more recent developments in idealistic thinking. Lectures and assigned readings with reports. Prerequisite, Philosophy 1 or 2. *M.W.F. at 11. 6 s.h.*

PROFESSOR CRANFORD

8. A Constructive Survey of Modern Science.—An orientation course, designed to present a synthetic view of nature from the data of the modern sciences. It is aimed to be corrective of the tendencies toward overspecialization. Two lectures and one discussion hour. *Second semester, T.Th.S. at 12. 3 s.h.* ASSISTANT PROFESSOR RHINE

DEPARTMENT OF PHYSICS

PROFESSORS EDWARDS AND HATLEY, ASSISTANT PROFESSORS COLLINS AND NIELSEN, AND ASSISTANTS

The first course in physics deals largely with those fundamental facts and theories concerning the physical universe that are supposed to be of interest to every intelligent man, and the matter presented is within the comprehension of every college student.

The courses in physics after the first year are designed to meet the needs of three classes of students: (1) those desiring to specialize in physics with a view to work in teaching or investigation; (2) those intending to pursue the study of medicine, biology, or chemistry; (3) those looking forward to the study of engineering. The work of the first year is designed to lay a broad foundation for subsequent study.

1. General Physics.—This course stresses neither mathematical processes nor exact measurements. It traces historically and experimentally the development of great principles. The class is divided into four groups according to the ability of the students as judged by various tests. For the purpose of laboratory instruction, the entire class is divided into fifteen sections. Recitation: *T.Th.S. at 9:30, 11, 12.* Laboratory: *M. or T. or W. or Th. or F. 2-4. 8 s.h.*

PROFESSORS EDWARDS AND HATLEY, ASSISTANT PROFESSORS COLLINS AND NIELSEN, AND ASSISTANTS

2. Pre-medical Physics.—A course in general physics designed to prepare students for entrance to medical colleges. Lecture: *M.W.F. at 12.* Laboratory: *M. or T. or W. 2-5. 8 s.h.*

ASSISTANT PROFESSORS NIELSEN AND COLLINS

4. Teachers' Physics.—This course is designed primarily for those intending to teach physics in secondary schools. Enough advanced theory is covered to give some perspective, but special emphasis is placed on a study of method; every-day application of principles, construction of apparatus, the mounting of classroom experiments, and on general laboratory technique. **6 s.h.** ASSISTANT PROFESSOR —————

Physics 1 or its equivalent is a prerequisite of this course.

5. Household Physics.—A course designed primarily to meet the requirements in physics of students preparing to specialize in domestic science. The course is based on Whitman's *Physics of the Household.* **3 s.h.** ASSISTANT PROFESSOR —————

If less than ten students elect any one of the three preceding courses, it will not be offered.

6. Physics for Engineers.—A course in general physics which gives special emphasis to engineering problems. Open to Sophomores who have completed trigonometry. Recitation: *M.W.F. at 9:30 and T. at 11.* Laboratory: *M. or T. or W. 2-5. 10 s.h.*

PROFESSOR HATLEY AND ASSISTANT PROFESSOR COLLINS

FOR JUNIORS

The following courses are arranged as undergraduate majors in physics. They require Physics 1, or its equivalent, as a prerequisite.

51^a. Laboratory Physics.—In this course students are taught methods of exact observation and measurement in mechanics, sound, and light. *M.T.W. 2-5. 1 to 3 s.h.*

ASSISTANT PROFESSOR COLLINS

51^b. Laboratory Physics.—A continuation of 51^a into the fields of electricity and magnetism. *M.T.W. 2-5 1 to 3 s.h.*

ASSISTANT PROFESSOR NIELSEN

52. Mechanics and Molecular Physics.—This course covers in a thorough way the more advanced phases of mechanics, heat, and sound which do not require the use of the calculus. *M.W.F. at 12. 6 s.h.*

ASSISTANT PROFESSOR COLLINS

FOR SENIORS AND GRADUATES

The following courses are arranged primarily for senior students, but they are open to graduate students. An elementary knowledge of the calculus and credit for 12 semester hours in Physics is presumed in all of the following courses.

101. Principles of Radio Transmission and Reception.—A course covering the general theory of wave propagation and including a study of inductance, capacity, induction coils, oscillatory discharge, high frequency generators and transformers, and the various methods of detecting electromagnetic waves. *6 s.h.*

ASSISTANT PROFESSOR COLLINS

103. Analytical Mechanics.—Geometry of motion; kinematics of a particle and of a rigid body; statics, kinetics, of a particle and of a rigid body; relative motion; Lagrange's equations; general principles of mechanics. *M.W.F. at 9:30. 6 s.h.*

ASSISTANT PROFESSOR COLLINS

105. Physical Optics.—This course is a treatment of the subject of light adapted to the needs of students completing general physics and is of special interest to chemical and pre-medical students. The course is based on *Taylor's Advanced Optics. First semester, M.W.F. at 12. 3 s.h.*

PROFESSOR HATLEY

106. Modern Physics.—A lecture course consisting of a rapid review of the entire field of physics with special emphasis on the outstanding experiments underlying modern physics. *Second semester, M.W.F. at 12. 3 s.h.*

PROFESSOR HATLEY

107. Electricity and Magnetism.—This course covers the fundamental phenomena of direct and alternating currents and magnetism. Starling's *Electricity and Magnetism* is used as the basis of the lectures. Smith's *Electrical Measurements* is used as a guide in the laboratory exercises. Two lectures and one laboratory period a week, throughout the year. **6 s.h.**

PROFESSOR EDWARDS

[Under special conditions a credit of either 2 or 4 semester-hours may be arranged.]

108. Thermodynamics.—Thermodynamics is the science on which is based all of the physico-chemical sciences. This introductory course deals with basic principles freed from all unnecessary complications. Hence it covers neither the theory applied to heat engines nor, in detail, the theory of chemical equilibrium. It is in a sense preparatory to such studies. *First semester, M.W.F. at 8:30. 3 s.h.*

PROFESSOR EDWARDS

[Offered in alternate years with Physics 107.]

DEPARTMENT OF PSYCHOLOGY

PROFESSOR MCDUGALL AND ASSISTANT PROFESSORS ZENER AND RHINE

PRIMARILY FOR JUNIORS AND SENIORS

1. Introduction to Psychology: General Principles.—Lectures, demonstrations, prescribed reading and reports. *First semester, M.W.F. at 9:30. 3 s.h.*

PROFESSOR MCDUGALL AND DRs. RHINE AND ZENER

2. Introduction to Psychology: Experimental and Applied.—A demonstrational introduction to the methods and results of experimental psychology. Attention will be given to the possibilities of their uses in applied fields. *Second semester, M.W.F. at 9:30. 3 s.h.*

DR. ZENER

4^a. Introduction to the Psychology of Religion.—See Religious Education 10^a.

4^b. Advanced Psychology of Religion.—See Religious Education 10^b.

12. An Outline History of Science.—See Philosophy 7.

FOR SENIORS AND GRADUATES

10. Social Psychology.—Lectures, readings, and reports. *First semester, M.W.F. at 11. 3 s.h.*

PROFESSOR MCDUGALL

11. Abnormal Psychology.—Lectures, readings, and reports. *Second semester, M.W.F. at 11. 3 s.h.*

PROFESSOR MCDUGALL

13. A Constructive Survey of Modern Science.—See Philosophy 8.

14. Advanced Experimental Psychology.—A laboratory course designed to give first-hand acquaintance with experimental technique and methodology. *First semester, T.Th. 2-5. 3 s.h.*

DR. ZENER

16. Experimental Psychology: Problems and Theories.—An historical survey of experimental psychology, with a critical study of selected theories and problems. *Second semester, M.W.F. at 12. 3 s.h.* DR. ZENER

17. Physiological Psychology: Nerve Conduction and Reflex Action.—A course dealing with the functional properties of the nervous system, emphasizing such topics as the factors influencing nerve growth, the nature of the nervous impulse, the phenomena of facilitation and inhibition, and the different types of reflex action. DR. ZENER
(Not offered in 1929-30)

18. Physiological Psychology: Nervous System and Sense Organs.—A study of the structure of the central and sympathetic nervous systems, and of the structure and physiology of the special sense organs in relation to sensory theory. *First semester, T.Th. at 12, W. 2-5. 3 s.h.* DR. ZENER

19. Genetic Psychology.—A study of the behavior and mental processes of the child from the comparative and developmental points of view. Lectures, assigned reading, reports. DR. ZENER
(Not offered in 1929-30)

DEPARTMENT OF RELIGION

PROFESSORS RUSSELL, SPENCE, CANNON, ORMOND, BRANSCOMB, MYERS,
GARBER, GODBEY, LESOURD, HICKMAN, AND ROWE

The Department of Religion is divided into several sub-divisions. The purpose is to offer courses through which the college student, especially one looking forward to some form of Christian work, may secure a general view of the field of religion, both in theoretical and practical phases. The prerequisite to all courses in religion is a year's course in the English Bible; all other courses are elective.

BIBLICAL LITERATURE

1. This course includes a general survey of the entire Bible. It is required of all students by the end of the sophomore year, except those in Group IV, and of them before graduation. Enrollment in each section is limited to thirty-five. Sections for men: *M.W.F. at 8:30, 9:30, 11, 12; T.Th.S. at 8:30, 9:30, 11, 12.* Sections for women: *T.Th.S. at 8:30; M.W.F. at 11. 6 s.h.*

PROFESSORS MYERS, SPENCE, CANNON, ORMOND, LESOURD,
HICKMAN, AND ROWE

FOR SOPHOMORES, JUNIORS, AND SENIORS WHO HAVE HAD COURSE I.

2^a. The Prophets of the Old Testament.—A general study of the history and nature of Hebrew prophecy; a detailed study of the message of the outstanding pre-exilic literary prophets. *T.Th.S. at 9:30. 3 s.h.*

PROFESSOR MYERS

2^b. The History and Religion of the Jews to the Roman Period.—Based upon exilic and post-exilic prophecy, wisdom literature, and the earlier apocalypses. *T.Th.S. at 9:30. 3s.h.* PROFESSOR MYERS

FOR SENIORS AND OTHERS BY CONSENT OF THE INSTRUCTOR

3^a. The Life of Jesus.—An attempt to discover the consciousness, purpose, and significance of Jesus as set forth in the Synoptic record. *M.W.F. at 9:30. 3 s.h.* PROFESSOR MYERS
(Prerequisite, Biblical Literature 1)

3^b. The Teaching of Jesus.—An interpretation of the teaching of Jesus, based upon the Synoptics, Matthew receiving principal consideration. *M.W.F. at 9:30. 3 s.h.* PROFESSOR MYERS
(Prerequisite, Biblical Literature 1)

NEW TESTAMENT

FOR SENIORS AND GRADUATES

SR 1^a. The New Testament in Greek.—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. *T.Th.S. at 9:30. 3 s.h.* PROFESSOR BRANSCOMB

SR 1^b. Exegesis of Selected Books of the New Testament.—The books studied will be Galatians, Colossians, and Hebrews. The course will be based on the Greek text. *T.Th.S. at 9:30. 3 s.h.* PROFESSOR RUSSELL

SR 2. The Beginnings of Christianity.—A survey course dealing with the background, the beginnings, and the early history of Christianity. Special attention is given to the creation of the literature of the New Testament. *M.W.F. at 9:30. 6 s.h.* PROFESSOR BRANSCOMB

SR 5. Hellenistic Greek.—A course for students who wish to begin the study of the language of the New Testament. Selections from the New Testament will be read in the second semester. *M.W.F. at 12. 6 s.h.* PROFESSOR BRANSCOMB

OLD TESTAMENT

FOR SENIORS AND GRADUATES

SR 1. Introductory Hebrew.—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. *M.W.F. at 8:30. 6 s.h.* PROFESSOR GODBEY

SR 3. Introduction to the Old Testament.—The course will include, first, the sources of Hebrew history and the chief stages in the political, social, and religious development of the Hebrew and Jewish nations, and second, the origin, literary form, and contents of the books of the Old Testament. *M.W.F. at 8:30. 6 s.h.* PROFESSOR RUSSELL

HISTORY OF RELIGION AND MISSIONS

FOR SENIORS AND GRADUATES

SR 1^a. The Nature and Early Development of Religion.—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. *T.Th.S. at 9:30. 3 s.h.* PROFESSOR CANNON

SR 1^b. Living Religions of the World.—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. *T.Th.S. at 9:30. 3 s.h.* PROFESSOR CANNON

SR 10^a. Expansion of Christianity.—Apostolic missions; conquest of the Roman Empire; winning of northern Europe; the modern missionary era; status of missionary work in important areas; social aspects of missions; missionary biography. *T.Th.S. at 11. 3 s.h.* PROFESSOR CANNON

SR 10^b. Principles of Missions.—The great missionary agencies, their foundation and growth; creation and cultivation of the missionary spirit at the home base; training and work of the pastor; principles and practice of missionary education; organization of the local congregation for its missionary tasks. *T.Th.S. at 11. 3 s.h.* PROFESSOR CANNON

CHURCH HISTORY

FOR SOPHOMORES AND JUNIORS

I. American Christianity.—The aim of this course is to trace the growth of the different branches of the Christian Church in the United States, Canada, and Hispanic-America. Prerequisite, History I or its equivalent. *T.Th.S. at 9:30. 6 s.h.* PROFESSOR GARBER

[Not offered in 1929-30]

FOR SENIORS AND GRADUATES

SR 2^a. Church History to the Reformation.—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. *M.W.F. at 11. 3 s.h.* PROFESSOR GARBER

SR 2^b. History of the Evangelical Movement.—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. *M.W.F. at 11. 3 s.h.* PROFESSOR GARBER

RELIGIOUS EDUCATION

FOR JUNIORS, SENIORS, AND SOPHOMORES BY CONSENT OF THE INSTRUCTOR

1^a. Introduction to Religious Education.—Designed to give the student some acquaintance with the tools and methods of modern religious education, the meaning and significance of scientific procedure, and the psychology of learning as it relates to this field. *M.W.F. at 11. 3 s.h.* PROFESSOR SPENCE

1^b. Age-Group Characteristics.—A study of the different periods of human life with a view to determining the needs and interests of the pupil at each given stage. *M.W.F. at 11. 3 s.h.* PROFESSOR SPENCE

2^b. Religious Drama.—Study and analysis of the best religious drama available. Project work in the writing and production of religious drama and pageants. *M.W.F. at 8:30. 3 s.h.* PROFESSOR SPENCE

FOR SENIORS AND GRADUATES

2^a. Curriculum of Religious Education.—Study of various theories of the curriculum of religious education; conception of the curriculum as enriched and controlled experience. Analysis of existing curricula and critical evaluation of same. *M.W.F. at 8:30. 3 s.h.* PROFESSOR SPENCE

3^a. Curriculum Construction.—This course deals with the processes of research, construction, and experimentation used in curriculum making. Actual curriculum construction will be undertaken. *M.W.F. at 8:30. 3 s.h.* PROFESSOR SPENCE

[Not offered in 1929-30]

3^b. Materials of Character Education.—A study of the Bible and other great religious literature for their contributions to character formation at each given stage of character development. Special emphasis on story material and modern religious poetry. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR SPENCE

[Not offered in 1929-30]

SR 10^a. Introduction to the Psychology of Religion.—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. *T.Th.S. at 8:30. 3 s.h.* PROFESSOR HICKMAN

SR 10^b. Advanced Psychology of Religion.—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, Religious Education SR 10^a or its equivalent. *T.Th.S. at 8:30. 3 s.h.* PROFESSOR HICKMAN

SR 20^a. Administration and Supervision of Religious Education.—Deals with problems of administering and supervising the religious education program of the local church. Designed especially to train ministers and other administrative leaders in religious education. Methods of correlation and integration are considered. *T.Th.S. at 12. 3 s.h.*

PROFESSOR LESOURD

SR 20^b. Religious Education in the Community.—This course considers the larger relations of religious education to public education and other community agencies, and also the need, organization, program, and types of week-day religious education and the vacation church school. *T.Th.S. at 12. 3 s.h.*

PROFESSOR LESOURD

SR 21^a. Principles and Program of Character Education.—Theory and methods of character education. Study of experiments made in this field. While primary consideration is given character building in religious education the development of character education in the public schools will also be carefully surveyed. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR LESOURD

SR 21^b. Religious Education in the Home.—Deals with special problems in connection with making the home an effective religious educational agency. Study of family relationships, worship habits, attitudes, and ideals. Coöperation of the home with other agencies in the moral and religious development of the child. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR LESOURD

SR 23^b. Surveys, Tests, and Measurements.—Study of the methods of getting the facts in religious education. Consideration of underlying principles, techniques, and available materials. Special attention to procedure in a local church. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR LESOURD

[Not offered in 1929-30]

SR 25^a. Research in Religious Education.—For advanced students and especially those majoring in religious education. Offers direction in the use of various techniques and methods for both field and library investigations. (All professors in the department are available for special counsel.) *T.Th.S. at 12. 3 s.h.*

PROFESSOR LESOURD

[Not offered in 1929-30]

SR 25^b. Philosophy of Religious Education.—For advanced students interested in problems growing out of the philosophical implications of religious education. Critical examination of various theories and principles underlying modern procedure in religious education. Prerequisite, Religious Education 1^a. *T.Th.S. at 12. 3 s.h.*

PROFESSOR LESOURD

[Not offered in 1929-30]

THE COUNTRY CHURCH

FOR SOPHOMORES, JUNIORS, AND SENIORS

1^a. Introductory Sociology.—This course is of general interest and is designed to introduce the student to the principles and practices of human association. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR ORMOND

1^b. Rural Sociology.—A study of rural conditions in relation to social welfare, existing rural ideals, observation of rural tendencies and movements, and rural betterment through social adjustments. Prerequisite, The Country Church, 1^a. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR ORMOND

FOR SENIORS AND GRADUATES

20^a. The Church and Rural Sociology.—A study of the religious, social, educational, and economic conditions of the country; the historical development of the church in the midst of rural social relations; an attempt to discover the present social obligation of the church. *T.Th.S. at 8:30. 3 s.h.*

PROFESSOR ORMOND

20°. Rural Church Administration.—This course deals with the functions of the rural church; the minister's attitude toward rural life, his mission to the rural people, as well as his service in managing the organization of and supervising the church program. *T.Th.S. at 8:30. 3 s.h.*

PROFESSOR ORMOND

DEPARTMENT OF ROMANCE LANGUAGES

PROFESSORS WEBB, COWPER, AND JORDAN, ASSISTANT PROFESSOR YOUNG, MR. STEINHAUSER AND MR. CAMPBELL, AND MR. MADEN

The elementary and introductory courses in French are for the general student and seek to impart a reading knowledge of standard French. Courses 9 and 5 offer systematic training in the French language. They prepare for university courses where French is used in class, for foreign study, and for teaching French. The literary courses are devoted to the systematic study of classical and modern French literature. Advanced students are offered an introductory course in Old French Philology and Literature.

The first two courses in Spanish are for the general student. They are designed to give a reading knowledge and a sound beginning in the use of the language. The remaining courses afford the opportunity to continue the study of the Spanish language and of Spanish and Spanish-American literature through four years.

An intensive course in Italian is offered to well-qualified language students.

Owing to the large number of applicants for enrollment in the French and Spanish courses, it is necessary to limit the number admitted. Students are admitted into each section or class in the order of application until the established maximum is reached.

FRENCH

FOR ALL STUDENTS

1°. Elementary French.—Pronunciation, grammar to include regular verb forms and common irregular verbs, translation. Section 1 (women), *M.W.F. at 8:30*; sections 2, 3, and 4 respectively, *T.Th.S. at 8:30, M.W.F. at 12, T.Th.S. at 12. 3 s.h.*

PROFESSOR JORDAN, MR. CAMPBELL, AND MR. MADEN

1°. Elementary French.—Completion of the irregular verb, composition, dictation, and translation of simple French. *Hours of meeting the same as for the first semester. 3 s.h.*

PROFESSOR JORDAN, MR. CAMPBELL, AND MR. MADEN

2°. French Prose.—Grammar review, dictation, composition, reading and translation of selected works of modern French authors. Section 1

(women), *T.Th.S.* at 8:30; section 2, *M.W.F.* at 9:30; section 3, *T.Th.S.* at 12; section 4, *M.W.F.* at 8:30; section 5 (women), *M.W.F.* at 9:30; section 6, *M.W.F.* at 9:30; section 7, *M.W.F.* at 11. **3 s.h.**

PROFESSORS WEBB, COWPER, AND JORDAN, ASSISTANT
PROFESSOR YOUNG, AND MR. CAMPBELL

2^b. French Prose.—Dictation, composition, reading and translation of selected works of modern French authors. *Hours of meeting the same as for the first semester.* **3 s.h.**

PROFESSORS WEBB, COWPER, AND JORDAN, ASSISTANT
PROFESSOR YOUNG, AND MR. CAMPBELL

7^a. Intermediate French Prose and Poetry.—Selected works of modern French authors. Reports on outside reading. Section 1, *M.W.F.* at 12; section 2 (women), *T.Th.S.* at 11; section 3, *M.W.F.* at 9:30. **3 s.h.**

PROFESSORS COWPER AND JORDAN, AND
ASSISTANT PROFESSOR YOUNG

7^b. Intermediate French Prose and Poetry.—Introduction to the literature of the 17th century. Selected works of Corneille, Racine, and La Fontaine. Outside reading and reports. *Hours of meeting the same as for the first semester.* **3 s.h.**

PROFESSORS COWPER AND JORDAN, AND
ASSISTANT PROFESSOR YOUNG

FOR JUNIORS AND SENIORS

9^a. French Composition.—Review of grammar. Oral and written composition. *T.Th.S.* at 9:30. **3 s.h.**

PROFESSOR COWPER

6^b. The French Romantic Movement.—*T.Th.S.* at 9:30. **3 s.h.**

PROFESSOR COWPER

3^b. Poems of Victor Hugo.—*M.W.F.* at 12. **3 s.h.**

PROFESSOR WEBB

[Not offered in 1929-30]

4^a. Molière.—*M.W.F.* at 12. **3 s.h.**

PROFESSOR WEBB

[Not offered in 1929-30]

11^a. French Drama Since 1850.—Realism in French Drama; the Social Comedy; the problem play. *T.Th.S.* at 12. **3 s.h.**

ASSISTANT PROFESSOR YOUNG

11^b. French Drama Since 1850.—The Théâtre Libre; the psychological drama; survival and renewal of Romanticism; the Symbolistic drama; the contemporary stage. *T.Th.S.* at 12. **3 s.h.**

ASSISTANT PROFESSOR YOUNG

FOR SENIORS AND GRADUATES

8. **French Realism.**—Primarily devoted to the novel, this course will trace French realistic technique from its beginnings in the romantic period down to the present century. *M.W.F. at 11. 6 s.h.*

PROFESSOR JORDAN

13. **Survey of French Literature.**—Selections from the masterpieces of French literature from 1500 to the present day will be studied as the basis for tracing the main currents of the history of French literature. *M.W.F. at 11. 6 s.h.*

PROFESSOR JORDAN

[This course will not be given when French 8 is given.]

5. **The French Language.**—French phonetics; grammar; composition; dictation; diction; conversation; lectures in French. *T.Th.S. at 9:30. 6 s.h.*

PROFESSOR WEBB

10^a. **Old French.**—An introduction to the Old French language and literature. Brief study of Old French grammar; reading of extracts from the *Chanson de Roland*; lectures. *T.Th.S. at 11. 3 s.h.*

PROFESSOR COWPER

10^b. **Old French.**—Types of Old French literature. Reading of typical *Romans d'aventure*; lectures. *T.Th.S. at 11. 3 s.h.*

PROFESSOR COWPER

12. **The Eighteenth Century.** *L'Encyclopédie, Voltaire, Rousseau, Saint-Pierre, Chateaubriand, Madame de Stael.*—3 s.h.

PROFESSOR COWPER

[Will not be offered when Old French is given.]

ITALIAN

FOR JUNIORS AND SENIORS

1. **Italian.**—Wilkins, *First Italian Book; Italian Folk Tales*; Dante, *Vita Nuova*; Dante, *Divina Commedia*. *M.W.F. at 12. 6 s.h.*

PROFESSOR WEBB

SPANISH

FOR ALL STUDENTS

1^a. **Elementary Spanish.**—Grammar includes principal parts of speech in their simple applications, regular verbs, and the most common irregular verbs. Reading of simple prose. *M.W.F. at 8:30; T.Th.S. at 11. 3 s.h.*

ASSISTANT PROFESSOR YOUNG AND MR. STEINHAUSER

1^b. **Elementary Spanish.**—Continuation of course 1^a, including radical changing and irregular verbs and the most common irregular verbs in all

the tenses of the indicative and subjunctive. Reading of simple prose. *M.W.F. at 8:30; T.Th.S. at 11. 3 s.h.*

ASSISTANT PROFESSOR YOUNG AND MR. STEINHAUSER

2^a. Spanish Prose.—Thorough review of grammar, emphasizing the uses of the subjunctive, common idiomatic phrases, and other peculiarities of syntax. Reading of representative texts of modern Spanish. *M.W.F. at 9:30; T.Th.S. at 12. 3 s.h.* MR. STEINHAUSER

2^b. Spanish Prose.—Continuation of course 2^a. Reading of representative texts of modern Spanish. *M.W.F. at 9:30; T.Th.S. at 12. 3 s.h.* MR. STEINHAUSER

3^a. Spanish Literature.—General survey of Spanish literature from the earliest beginnings to the present day, with special emphasis on the fiction and drama of the Golden Age. *T.Th.S. at 8:30. 3 s.h.* MR. STEINHAUSER

3^b. Spanish-American Literature.—Survey of Spanish-American literature, with special emphasis on the practical aspects of Spanish-American life. Advanced composition. *T.Th.S. at 8:30. 3 s.h.* MR. STEINHAUSER

4^a. Spanish Novel.—History of the origins and early types through the classic period. **3 s.h.** MR. STEINHAUSER
[Not offered in 1929-30]

4^b. Modern Spanish Novel.—The Spanish novel from the beginning of the nineteenth century until the present. **3 s.h.** MR. STEINHAUSER
[Not offered in 1929-30]

5. Spanish Conversation and Composition.—Exercises on assigned topics and material. Two hours a week throughout the year. **1 s.h. each semester.** MR. STEINHAUSER

Open on consent of the instructor, to students who are taking or who have taken a course above Spanish 1.

DEPARTMENT OF PHYSICAL EDUCATION

PHYSICAL EDUCATION FOR MEN

DIRECTOR OF PHYSICAL EDUCATION DEHART. ASSISTANT DIRECTORS OF PHYSICAL EDUCATION STEINER, BUCHHEIT, TILSON, CAMERON, AND WHITTED. GYMNASIUM DIRECTOR CARD

Two hours a week of physical exercise and one hour of classroom work are required of all students through the sophomore year. Exclusive of the 126 semester-hours required for graduation, this work counts two semester-hours credit a year towards meeting the requirements for graduation. It is under the immediate direction of the various coaches of the varsity teams. The aim to promote mass athletics

is furthered by placing various supervised sports on a competitive basis.

A careful physical examination of all students is made and recorded and special training to correct physical deficiencies and weaknesses is given.

All students not excused from the regular course because of physical disabilities are required to take part in football, basketball, baseball, track, and swimming through their first year. The classroom work consists of lectures on the rules, methods of training, fundamentals of the sports, etc.

During the sophomore year a student may elect the sport in which he will major and his exercise will consist of work in that sport under the direct supervision of the Director of Physical Education or the Assistant Director who may be in charge of the sport elected as a major. The lectures will cover the methods of coaching the sport elected as a major and physical hygiene.

Calisthenics are used as little as possible and the entire course of work is planned to introduce games and the spirit of competition into the mass form of athletics.

The courses in physical education are designed to meet the increased demand for teachers of physical education and athletic coaching in the public schools.

A regulation costume of white shirt, white trousers, and gymnasium shoes is required.

The several sections meet on the following hours:

Sections 1a and 1b: *M.W.F. at 8:30. 2 s.h.*

Sections 2a and 2b: *M.W.F. at 9:30. 2 s.h.*

Sections 3a and 3b: *M.W.F. at 11. 2 s.h.*

Sections 4a and 4b: *M.W.F. at 12. 2 s.h.*

Sections 5a and 5b: *T.Th.S. at 8:30. 2 s.h.*

Sections 6a and 6b: *T.Th.S. at 9:30. 2 s.h.*

Sections 7a and 7b: *T.Th.S. at 11. 2 s.h.*

Sections 8a and 8b: *T.Th.S. at 12. 2 s.h.*

PHYSICAL EDUCATION FOR WOMEN

MISS GROUT, Director.

MISS MOIZE, Assistant

Two periods of exercise a week are required of all women students through the junior year. In addition, one lecture hour of personal hygiene is required of all freshmen. Although not included in the 126 hours needed for graduation, the above requirements must be met satisfactorily before the end of the senior year.

All students are given a physical and medical examination upon entering and at intervals throughout their college course. Classes in individual gymnastics and moderate sports are arranged for those who should not take the more active work.

ACTIVITIES OFFERED:

Fall term (October to December): Hockey, swimming, tennis, riding, moderate sports, hiking.

Winter term (December to March): Informal gymnastics, Danish gymnastics, apparatus, games, individual gymnastics, folk dancing, clogging, interpretative dancing, swimming, basketball.

Spring term (March to June): Tennis, swimming, riding, baseball, track, and field events, archery.

1. The Teaching of Physical Education.—This course is intended to meet the needs of prospective teachers in the public schools who may wish to assist in physical education. It includes first, a review of personal and school health problems with emphasis on the teaching of hygiene in the public schools; second, discussions and lectures on such topics as the value of play, the psychological and physiological make-up of the school child, objectives, the planning of programs of physical education for different age groups; third, one meeting a week for practice in playing, refereeing, and coaching various games and sports. Two lecture hours and one practice period a week throughout the year. 4 s.h. MISS GROUT

Open to senior women in the Department of Education and to other Seniors and Juniors by permission of the instructor.

THE GRADUATE SCHOOL OF ARTS
AND SCIENCES

GRADUATE INSTRUCTION IN DUKE UNIVERSITY

GENERAL STATEMENT

Prior to 1916 there was no separate organization within Trinity College to promote and supervise graduate studies. However, there had been for many years a limited number of graduate students who completed a year of post graduate work and received the degree of master of arts. The work of such students was supervised through the office of the Dean of Trinity College. Many of these graduate students went out from Trinity College to continue their studies at other colleges and universities and later achieved distinction as teachers and scholars.

In September, 1916, President Few appointed a Committee on Graduate Instruction to deal with the problems involved in the promotion and administration of graduate work. In that year there were six graduate students in the College, and seven graduates of the College were enrolled in the professional School of Law. During and immediately after the World War the number of graduate students remained small, but by the year 1923-1924 the graduate enrollment had increased to thirty-five, exclusive of the college graduates enrolled in the School of Law.

The growing importance of graduate work in Trinity College caused the Committee on Graduate Instruction, during the first semester of the year 1923-1924, to make a careful study of requirements for admission to graduate work, of requirements for advanced degrees, and of other conditions affecting standards of graduate instruction. A comprehensive report was prepared by the Committee and adopted by the Faculty. Provision was made for the granting of two advanced degrees, master of arts and master of education. Regulations were adopted which increased the distinction between graduate and undergraduate work. A thesis requirement was made for every candidate for a graduate degree, and provision was made for the examination of theses by Faculty committees. The Committee on Graduate

Instruction undertook a closer supervision of graduate courses and of the work of graduate students.

Thus, when Trinity College became Duke University in December, 1924, noteworthy progress had already been made in organizing a graduate department with advanced courses in many fields of study and with high standards. In accepting Mr. Duke's great benefaction, the Trustees definitely included a Graduate School of Arts and Sciences as a member of the university organization.

In the academic year 1926-1927 a Council on Graduate Instruction was established in the University to exercise general supervision over graduate work in arts and sciences, and Professor William H. Glasson was appointed Dean of the Graduate School of Arts and Sciences.

THE LIBRARY

Duke University has long possessed an excellent Library for the purposes of undergraduate instruction. In recent years special funds have been provided and appropriations made to collect material for the use of members of the faculty and graduate students desiring to engage in research work. Particular attention has been given to obtaining complete sets of important periodicals, biographical and bibliographical collections, files of Southern newspapers, collections of state papers, parliamentary debates, and historical documents, proceedings of scientific societies, and standard editions of American and foreign authors. This policy of constantly enriching the Library's store of source material will be continued.

Up to February 9, 1929, the Duke University Library had received and accessioned 121,700 bound volumes and 20,137 pamphlets. Many thousands of volumes and pamphlets have not yet been accessioned, and other purchases of books, periodicals, and brochures are in Europe awaiting shipment. The amount available for the purchase of books, newspapers, and periodicals for the year 1928-29 was sixty thousand dollars.

The Library is housed in a commodious new building. This contains a large general reading room, a periodical room supplied with a comprehensive list of 844 American and foreign publications, a special reading room for faculty and graduate

students, a law library, and administrative and working rooms for the Library staff. Within a few years, a University Library building, especially designed and equipped to facilitate research, will be erected on the University campus. The present Library will then be used by the College for Women.

During the year large purchases of library material have been made for use in graduate work. The largest is forty-three sets of periodicals for the Department of Biology totaling 1470 volumes. The Department of Chemistry has added two more complete sets to its collection of twenty-three announced a year ago. These sets are all in foreign languages with the German predominating. All of the sets are complete and date back to the beginning of the nineteenth century. Orders amounting approximately to \$30,000.00 have been placed for periodical sets for the Hospital Library. These will be accessible to graduate students in science.

In addition to the purchase of a large number of volumes, including a complete set of *Nuova Antologia*, which was announced last year, the English Department has continued its policy of completing broken sets of periodicals and has added 960 volumes this year. A special appropriation of \$1,000.00 was spent this year for books of American Literature.

Two notable collections of newspapers were bought during the year: one of eighty bound volumes from Ontario, Canada; the other a car load lot from the American Antiquarian Society. The Library newspaper collection of more than 5,000 volumes adds greatly to the source material available to graduate students.

Last year the History Department made a purchase in England of about 1,500 volumes of laws, journals, acts of Parliament, parliamentary history and debates, English statutes, memoirs, periodicals, and pamphlets. This year several hundred volumes of historical material of the South American countries have been purchased and plans have been made for further large purchases for research material of the countries south of the United States.

In the field of Economics, the Crowell Collection, announced last year, has been augmented greatly by the purchase of additional volumes upon railroads, money, corporations, and finance.

This adds greatly to the material available upon current economic problems.

Considerable progress has been made during the past year toward further improvement of the Library collection on international law and international arbitration. Documentary reports of the decisions of various arbitral commissions, the publications of the Permanent Court of International Justice complete to date, and treaties on various phases of the subject of arbitration are available for the investigator.

A recent purchase of the Library was the Lanson collection in French literature, consisting of 9,000 volumes and 2,000 monographs and brochures. This collection includes authors and works from the fifteenth century to the present, together with the most useful critical volumes on authors and their works. The material on Voltaire and Rousseau is especially comprehensive and valuable. There are in the collection many early editions and rare volumes of the sixteenth, seventeenth, and eighteenth centuries. This collection was Professor Lanson's private library and will give the Duke University Library very superior facilities for students of French literature.

The Department of Mathematics has added to its collection two more complete sets of German periodicals consisting of 160 volumes. Further large additions to the research material in the Library are in prospect for later announcement.

SCIENCE LABORATORIES

Duke University is provided with well-equipped laboratories in biology, chemistry, electrical engineering, and physics. These laboratories are located in the Crowell Science Building, the Asbury Building, and in the new science building opened in the spring of 1928. Graduate students are now provided with excellent facilities for research in the natural sciences. In addition to the provision of modern apparatus, large sums have recently been expended to purchase important additions to the collections of scientific periodicals and publications in the departmental libraries and in the University Library.

GRADUATE SCHOOL BUILDING

One of the new buildings of the University has been designated as the center of graduate student life. This hall is just

south of the University Library, with which it is connected by an underground passage way. It is within a short distance of the new science hall. The Graduate building contains excellent dormitory accommodations for men. Graduate men are advised to reserve rooms in this dormitory. There are also provided rooms for administrative offices, seminars, and for social purposes. A class room building adjoins on the south.

GRADUATE CLUB

One of the active organizations of the University is the Graduate Club. Its meetings are held monthly and are devoted to the professional and social interests of graduate students. Many eminent speakers have addressed the club at meetings open to the public. Recent speakers have been President W. P. Few, Professor Thomas Nixon Carver of Harvard, Professor William McDougall, Professor J. Fred Rippy, and Professor W. T. Laprade. Mr. Ivey Allen, Jr., is president of the Graduate Club this year.

FELLOWSHIPS AND SCHOLARSHIPS

For the assistance and encouragement of graduate students of high character and marked ability, the University has established a considerable number of fellowships and scholarships. The Angier B. Duke Memorial, Incorporated, awards an annual fellowship of one thousand dollars to a graduate student of exceptional merit. Three University fellowships of eight hundred dollars each, four University fellowships of seven hundred dollars each, and fifteen University fellowships of six hundred dollars each have been established. There are also fourteen graduate scholarships of three hundred dollars each. Holders of fellowships and scholarships will be expected to pay the tuition fee and such additional fees as are regularly required. Applications for these appointments should be made on or before March 15 of each year. In case vacancies occur, applications submitted on a later date will be considered.

There are also a number of graduate assistantships open in the various departments with compensation ranging from \$600 to \$1,000. Graduate assistants are under obligation to give as much as one-half of their time to such work in the departments

as may be assigned to them. They will usually be unable to carry a full program of study. Information regarding fellowships, graduate scholarships, and graduate assistantships, together with application blanks, may be obtained from the Dean of the Graduate School, Duke University, Durham, North Carolina.

ENCOURAGEMENT OF RESEARCH

The President of the University appoints annually a Faculty Committee on Research consisting of three members, the President himself being a fourth member *ex officio*. On April 1 of each year the Chairman of the Committee on Research receives written applications from members of the Faculty for stipends for the encouragement of research. Amounts granted may be expended for the employment of research assistants, or for the purchase of books, apparatus, and materials. The amount of the stipend may not exceed five hundred dollars. Each member of the Faculty to whom a research stipend is granted must within twelve months make a written report of the progress of his investigation.

UNIVERSITY PRESS

The Duke University Press affords facilities for the publication of many scholarly books and articles. The press issues three quarterly reviews: *The South Atlantic Quarterly*, *The Hispanic American Historical Review*, and *American Literature*.

A list of the publications of the Duke University Press may be obtained from the manager of the Press, Durham, North Carolina.

REQUIREMENTS FOR ADMISSION AND DEGREES

ADMISSION TO GRADUATE COURSES

Students who have received a bachelor's degree for a four years' undergraduate course from a college of sufficiently high standing may be admitted to courses in the Graduate School of Arts and Sciences of Duke University. The department concerned will determine whether a student is prepared to take any particular course. *Admission to graduate courses does not necessarily imply admission to candidacy for a degree.* A candidate for admission as a graduate student should present satisfactory evidence that he has received a bachelor's degree from a college or university which is a member of the Association of Colleges and Secondary Schools of the Southern States or of one of the similar associations in other sections of the country (provided that the degree must have been conferred after the admission of the college or university to membership in said association); or from a North Carolina college whose bachelor of arts' or other bachelor's degree is accepted by the State Department of Education as the basis for issuing the high school or primary certificate of Class A. A degree from an institution outside of the state of North Carolina, not provided for above, may be accepted when an investigation in the individual case shows that qualifications are satisfactory.

ADVANCED DEGREES

The degrees offered in the Graduate School of Arts and Sciences are master of arts (A.M.), master of education (Ed.M.), and doctor of philosophy (Ph.D.). On following pages of this bulletin, the requirements for these degrees are stated. Some departments of the University are now prepared to give a full program of work leading to the degree of doctor of philosophy; other departments are gradually enlarging the scope of their instruction. As rapidly as is consistent with careful selection, new appointments are being made to the faculty of professors who will give their attention primarily to graduate courses and the direction of research.

ADMISSION TO CANDIDACY FOR A DEGREE

A graduate student who desires to be accepted as a candidate for a degree should file with the Dean of the Graduate School an official transcript of the record of his undergraduate work and also of any graduate courses he may have completed. He should also confer with the head, or chairman, of the department in which he desires to take his major work. Applications for admission to candidacy for the degree of master of arts or master of education should be made at the beginning of the first year of graduate work, and for the degree of doctor of philosophy at the beginning of the second year of graduate work. Before receiving recognition as a candidate for a degree, the student must satisfy both the general requirements of the Graduate School and the special requirements of the department in which he is taking his major work.

No college or university work taken before the bachelor's degree is conferred, or fully earned, may be credited toward an advanced degree except under the following circumstances: A student of Duke University who lacks at the beginning of a term not more than nine semester-hours of fulfilling the requirements for the bachelor's degree may obtain permission from the Dean of the Graduate School to take during the term graduate courses sufficient to bring his total work to fifteen hours a week. Such graduate courses will be credited toward the degree of master of arts or master of education.

No graduate student may be registered in one academic year for more than twenty-four semester-hours of work and a thesis.

THE DEGREE OF MASTER OF ARTS

Candidates for the degree of master of arts are required to have a reading knowledge of two foreign languages, evidenced by examination or by credit obtained for at least six semester-hours of college work in each. If this requirement has not been satisfied before admission to candidacy for the degree, the required foreign language work must be taken before the degree is conferred and will not be counted for credit toward the degree. The two foreign languages offered must be acceptable to the department in which the candidate is taking his major work.

To obtain the degree of master of arts a candidate must complete satisfactorily twenty-four semester-hours of graduate work and a thesis. Each candidate for the degree must select a major subject in which the minimum requirement is twelve semester-hours and a thesis. Before selecting his major in a department, a student must have completed a minimum of twelve semester-hours of approved preliminary courses in that department and twelve additional semester-hours either in that department or in related work. A candidate must take six semester-hours of graduate work in a minor subject approved by the major department, and the remaining six semester-hours in the major or minor subjects or in a department approved by the major department and by the Graduate Council. No undergraduate course may be credited toward the degree of master of arts.

One academic year of resident graduate work is usually sufficient to enable a well-prepared student to complete the requirements for the degree of master of arts. Credit may be given for approved summer school courses and for courses taken in other colleges and universities to the extent hereinafter provided.

SPECIAL REQUIREMENTS FOR CANDIDATES FOR THE A.M. DEGREE IN THE SCHOOL OF RELIGION

Students in the School of Religion may become candidates for the degree of Master of Arts under the following regulations:

After a student in the School of Religion has completed a period of one academic year in residence in the Duke University School of Religion, or in an approved school of similar standing, and has secured thirty semester-hours of credit in studies approved by the faculty of the School of Religion, he may apply to the faculty of the School of Religion for permission to become a candidate for the A.M. degree. If he has maintained a creditable standing in the first year's work of the School of Religion he may be recommended by the faculty of the School of Religion to the Graduate Council for admission to the Graduate School of Arts and Sciences as a candidate for the degree of Master of Arts.

The student shall in the ensuing year take twelve semester hours of work and write a thesis for the A.M. degree in some department of the School of Religion in which he has previously received six semester-hours of credit for resident work. In addition, the student shall take twelve semester-hours of work in related departments of the School of Religion, or in related departments offering graduate courses in the other

schools of the University. The student's selection of courses shall be approved by the faculty of the School of Religion and by the Graduate Council.

In all other respects the candidate for the A.M. in the field of religion shall conform to the usual regulations of the Graduate Council, such as the approval by the Graduate Council of all courses in the School of Religion for which graduate credit is asked, the prerequisites in foreign languages, and the examination of the thesis.

Students who are recommended to the Graduate Council by the faculty of the School of Religion as candidates for the A.M. degree under the above plan shall be registered for the following year in the Graduate School of the University. They may also be registered in duplicate in the School of Religion for such part of the year's work as will be accepted by the faculty of the School of Religion toward the degree of Bachelor of Divinity.

DEGREE OF MASTER OF EDUCATION

The degree of master of education is granted to teachers, or others engaged in educational service, upon completion of the prescribed program of study. Candidates for the degree must have had two years of practical experience in teaching when the degree is conferred. This experience may be obtained in the two years immediately prior to entering upon candidacy for the degree, or it may be obtained concurrently with the period of study for the degree.

A preliminary requirement for admission to candidacy for this degree is the completion of a minimum of twelve semester-hours of approved undergraduate work in education, including work in educational psychology and work in either history of education, educational sociology, or school administration.

The requirements for the degree of master of education are twenty-four semester-hours of graduate work and a thesis. Candidates must take a minimum of twelve semester-hours of work and write a thesis in the Department of Education. At least six semester-hours must be taken in some department other than the Department of Education. Students who are preparing to teach are advised strongly to take twelve semester-hours of graduate work in the subjects they intend to teach. In such cases the thesis may be prepared under the joint supervision of a department in which the student intends to teach and of the Department of Education. Undergraduate courses may not be taken for credit toward the degree of master of education.

Method courses in the teaching of any subject may be counted for credit in the Department of Education when the student has had sufficient preliminary work in the subject to take the method course independently and when the method course has been approved by the Department of Education and announced in that department's program of studies.

The requirements for the degree of master of education may usually be satisfied in one academic year. Credit may be given for approved courses taken in summer schools, or in other colleges and universities, to the extent provided in regulations printed elsewhere in this bulletin.

THESIS FOR THE MASTER'S DEGREE

The title of the thesis required in partial fulfillment of the requirements for the degree of master of arts or master of education must be approved by the department or departments concerned and filed with the Dean of the Graduate School on or before November 1 of the academic year in which it is expected that the degree will be conferred. A student may write a thesis during an academic year in which he is not in residence provided he arranges to come to the University for consultation and direction at least once a week during the year.

Three typewritten copies of each thesis must be submitted to the Dean of the Graduate School in approved form on or before May 20 of the year in which the degree is conferred. The thesis is passed upon and accepted or rejected by an examining committee of three members of the faculty. The head of the department in which the thesis was written selects the chairman of this committee; the other two members are selected by the Dean of the Graduate School, one from a department related to that in which the thesis was written and the other from the members of the Graduate Council. The thesis must be satisfactory to at least a majority of the members of the examining committee, including the representative of the department in which the thesis was written. One copy of an accepted thesis is placed in the University Library; one may be retained by the head of the department in which it was written; the third is returned to the author.

SUMMER SCHOOL WORK FOR THE MASTER'S DEGREE

Graduate students may not receive more than six semester-hours of credit for work taken in one summer session of six weeks. The degree of master of arts or master of education can be earned in four such summer sessions, provided the candidate can make arrangements to write during an academic year under faculty supervision a satisfactory thesis. In the case of non-resident work for the master's degree, students are required to come to the University at least once a week for consultation with the professor in charge. Otherwise, attendance at five summer sessions is necessary to complete the required work for either the degree of master of arts or master of education. All the work for either degree must be completed within a period of six years.

CREDIT TOWARD THE MASTER'S DEGREE FOR WORK DONE ELSEWHERE

Graduates of Duke University may be credited toward the degree of master of arts or master of education with not more than twelve semester-hours of graduate work taken in approved institutions elsewhere. Graduates of other approved colleges and universities who are candidates for the degree of master of arts or master of education in Duke University may be credited with six semester-hours of satisfactory graduate work taken elsewhere. No credit toward advanced degrees is given for university extension or correspondence courses.

THE DEGREE OF DOCTOR OF PHILOSOPHY

A student who plans to enter upon a program of work leading to the degree of doctor of philosophy should consult, or enter into correspondence with, the Dean of the Graduate School and the head of the department concerned. He will then be advised as to the possibility of securing the necessary instruction and supervision of research in the desired field.

The Council on Graduate Instruction has adopted the following regulations governing the conferring of the degree of doctor of philosophy:

1. The Degree. The degree of doctor of philosophy is a research degree; it is not based merely upon the completion of a prescribed period

of study or upon the obtaining of credit for a given number of courses. The granting of the degree will be based primarily upon evidence of high attainments in a special field of knowledge and upon the production of a thesis embodying the results of original research.

2. Residence Requirements. The normal period of resident graduate study, after the general requirements of admission to the Graduate School have been satisfied, is not less than three academic years. The candidate will be required to spend at least either the last year in actual residence at Duke University, or the first two years. A student whose undergraduate work is insufficient in amount or unsatisfactory in character may expect to spend additional time in preliminary courses essential as a basis for the graduate work he proposes to undertake. Credit for one year of work done in summer school sessions may be given with the approval of the Graduate Council and of the department in which the student takes his major work. Except in unusual cases, graduate work of fragmentary character taken over a long period of years, or work completed many years before the student becomes a candidate for the degree at Duke University, will not be accepted as satisfying the requirements of residence.

3. Application for Candidacy for the Ph.D. degree. A student desiring to become a candidate for the Ph.D. degree is ordinarily required to file with the Dean of the Graduate School, not later than the beginning of the second year of graduate work, a formal application indicating in what department and under what professor he proposes to carry on research. A committee will then be appointed to supervise the student's work, with the professor in charge of his research as chairman. If and when the committee finds that the preliminary requirements of the major department have been satisfied, the chairman of the committee shall report the fact in writing to the Dean of the Graduate School. The student's program of study will be arranged after consultation with this committee and must secure its approval. In the case of students who come to Duke University for only the last year of graduate work, and in special cases approved by the Graduate Council, the application for recognition as a candidate for the Ph.D. degree may be filed later than provided above, but not later than October 15 of the academic year in which it is desired that the degree be conferred.

4. Preliminary Examination. Toward the end of the second full year of graduate work (or in special cases at the beginning of the third year), a preliminary examination of each candidate will be held covering the general field of his major subject. This examination will be conducted by the committee in charge of the student's work and will be either oral or written, or both, as the committee may determine. A student who passes this examination will be recognized as a candidate for the Ph.D. degree. At the discretion of a candidate's committee, the examination on his minor subject or subjects may be held at the time of his preliminary examination instead of at the time of his final examination.

5. Program of Study. The program of study of an applicant for the Ph.D. degree is subject to the approval of the Graduate Council and

of the committee provided for in Section 3 above. The student must select a major field and one or two minor related fields. When a department offers instruction in a sufficient variety of subjects and the needs of the individual student seem to require it, the Graduate Council may permit a major and minor to be taken in the same department.

6. Foreign Language Requirements. A reading knowledge of French and German will ordinarily be required. A substitution for one of these languages may be made, however, by the consent of the Graduate Council and of the department in which a student takes his major work. The student will be examined on one of the foreign languages at the beginning of his second year of graduate work, and must have qualified in both by the end of the second year of his graduate work. The department in which he takes his major work may indicate preference as to the language in which the student shall first be examined. Foreign language examinations will be conducted by the appropriate language department in conjunction with the department in which the student has his major field of work.

7. Thesis. The thesis for the Ph.D. degree must be a contribution to knowledge. The subject of the thesis must be filed with the Dean of the Graduate School on or before October 15 of the academic year in which the candidate desires to take the final examinations for his degree. The subject must receive the written approval of the head, or chairman, of the department in which the candidate has his major field of work and also of the professor under whom the thesis is being written. The thesis must be completed to the satisfaction of the professor under whom it is written, and three typewritten copies in approved form must be deposited with the Dean of the Graduate School on or before May 1, if the student desires to be examined on the thesis in the same academic year. The title page must be approved by the major department and by the Dean of the Graduate School.

The candidate's thesis must be published either in its original form or in a modified form approved by the Dean of the Graduate School and the committee in charge of the candidate's work. The degree will not be conferred until publication of the thesis within two years, in approved form, has been guaranteed in a way satisfactory to the Dean of the Graduate School and the professor under whom the thesis was written.

8. Final Examination. The final examination on the thesis and on the subject matter of the major and minor fields will be oral. The examination on both thesis and major and minor work will be held at the same time unless otherwise arranged by special permission of the Graduate Council.

THE TRAINING OF COLLEGE TEACHERS

College and preparatory schools are constantly calling upon the university graduate schools for efficient teachers. The Duke University Graduate School will endeavor to discover among the candidates for advanced degrees those students who show

promise of becoming good teachers. Provision will be made in the various departments for the consideration and discussion of problems of teaching. Graduate students who expect to teach will be given opportunity to gain practical experience under the supervision of successful teachers. The Graduate School will keep such records as will enable it to recommend with confidence students who are likely to prove efficient as teachers.

THE GRADING OF GRADUATE STUDENTS

Members of the faculty are expected to report the grades of graduate students promptly at the end of each semester on the cards provided for that purpose.

In the grading of graduate students, S or satisfactory shall represent work of an acceptable character, G or good shall be the next higher grade, and E or exceptional shall be the highest grade. F or failing indicates that the grade of the student is below passing. In a course in which both graduates and undergraduates are enrolled, the grade S shall represent approximately the degree of attainment marked 80 in the case of an undergraduate. A mark of "Incomplete" may be given when a student has failed, for an acceptable reason, to complete some portion of the required work in a course in which his standing is generally satisfactory. The student should arrange with the instructor to complete the remaining work of the course as promptly as possible.

GENERAL REGULATIONS

Not more than twenty-five students are permitted in a class giving graduate credit, nor are undergraduate students below the senior year permitted in such a class. Exceptions to this rule may be made by special permission of the Graduate Council on recommendation of the department concerned.

In courses exclusively for graduates, students may be given extra credit in semester-hours for extra work done with the approval of the Graduate Council on recommendation of the department.

COURSES OF INSTRUCTION

Note: Unless otherwise specified, courses here listed are given in both semesters, and courses having numbers with exponents a or b are first and second semester courses respectively.

Courses for which the time of meeting is not stated will be given at hours to be arranged with the members of the department concerned.

The amount of credit for each course is given in semester-hours following the statement of hours of meeting.

DEPARTMENT OF BIOLOGY

Special Announcement—Professor A. S. Pearse of the Department of Biology will be absent on leave during the academic year 1929-30 to serve as visiting professor at Keio University, Japan. Professor George T. Hargitt of Syracuse University will serve as professor of zoology at Duke during the first semester of 1929-30, and Professor C. M. Child of the University of Chicago will serve during the second semester.

(Certain undergraduate courses are open to graduate students with the approval of the department. See the "Bulletin of Undergraduate Instruction.")

BOTANY

FOR SENIORS AND GRADUATES

4. Plant Physiology.—Laboratory and lectures. *First semester.* Lecture: to be arranged. Laboratory: *M.W.F. 2-3:50. 4 s.h.* DR. AVERY
Prerequisite, Botany 1.

12. Cytology.—A study of the cell, with emphasis on the relation of cell structure and behavior in growth and inheritance. *Second semester.* Lecture: *F. at 9:30.* Laboratory: *M.W.F. 2-3:50. 4 s.h.* DR. AVERY
Prerequisites, Botany 1 or Zoölogy 1 and one other course of intermediate grade.

13. Plant Genetics.—A study of the principles of inheritance and variation in plants. *Second semester.* Lectures: *M.W.F. at 11. 3 s.h.*

PROFESSOR BLOMQUIST

Prerequisites, Botany 1 and Botany 2.

15. Special Problems.—Hours and credits to be arranged.

BOTANICAL STAFF

FOR GRADUATES

14. Advanced Plant Anatomy.—*First semester. 4 s.h.* DR. AVERY

16. Advanced Plant Pathology.—*Second semester. 4 s.h.*

PROFESSOR WOLF

17. Taxonomy of Special Groups.—*Second semester. 4 s.h.*

PROFESSOR BLOMQUIST

51. Seminar.—One hour per week throughout the year. Required of graduates majoring in botany. *F. at 4. 1 s.h.* BOTANICAL STAFF

ZOOLOGY

FOR SENIORS AND GRADUATES

4. Comparative Histology.—The evolution of tissues. *First semester in odd years. T.Th.S. 8:30-10:20. 4 s.h.* DR. HOPKINS

5. Comparative Physiology.—The primary functions of animals of all groups and a more detailed study of the physiological processes in mammals. *Second semester, T. 11-1 and 2-4; Th.S. at 11. 4 s.h.*

Prerequisite, one year of Zoölogy.

PROFESSOR HALL

10. Ecology.—Natural history of animals—relations to environment. Assigned readings, lectures, reports, conferences. For students who have had at least one year of Zoölogy. *First semester in odd years. M.W. at 4. 2 s.h.*

PROFESSOR PEARSE

[Not offered in 1929-30]

11. Animal Behavior.—The development of mind in animals. Assigned readings, lectures, reports, conferences. *First semester in even years. M.W. at 4. 2 s.h.*

PROFESSOR PEARSE

12. Entomology.—The taxonomy, morphology, and physiology of insects, their theoretic and economic aspects. For students who have had at least one year of Zoölogy. *First semester in even years. T.Th.S. 8:30-10:20. 4 s.h.*

DR. HOPKINS

13. Protozoölogy.—A study of the taxonomy, morphology, and physiology of unicellular organisms. For students who have had at least one year of Zoölogy. *Second semester, T.Th.S. 8:30-10:20. 4 s.h.*

DR. HOPKINS

FOR GRADUATES

14. Advanced Protozoölogy.—Lectures and conferences on the recent developments in the field of Protozoölogy. In the laboratory an individual problem will be undertaken by each student. The prerequisites for the course are (1) a definite and feasible problem, and (2) the proper training for carrying out this problem. *Second semester. 4 s.h.*

DR. HOPKINS

19. Research.—Students who have had proper training may carry on research under the direction of members of the faculty. STAFF

21. Advanced Parasitology.—Lectures, conferences, and readings dealing with practical and theoretical matters relating to animal parasites. Laboratory work on special problems may be taken in connection with this course by registering for Course 19. *Second semester in odd years. M.W. at 4. 2 s.h.*

PROFESSOR PEARSE

22. Advanced Ecology.—Readings, conferences, and reports; directed work in field or laboratory. *Second semester in even years. M.W. at 4. 2 or more s.h.*

PROFESSOR PEARSE

[Not offered in 1929-30]

23. Advanced Physiology.—A presentation of some of the problems with which physiologists have been concerned during recent years. Lectures, conferences, and laboratory work. *First semester, T.Th. at 9:30. 4 s.h.* PROFESSOR HALL

26. Experimental Embryology.—Lectures, assigned readings, and reports. In the laboratory a study is made of the effects of the environment on various forms of animals, including the frog, chick, and mammal. Students electing laboratory work in connection with this course should register for Zoölogy 19. *Second semester, M.W. at 8:30. 2 s.h.*

PROFESSOR CUNNINGHAM

28. The Animal Germ Cell.—Lectures, reading, and discussions. *First semester. 3 s.h.* VISITING PROFESSOR HARGITT

29. The Physiological Problems of Individuation and Reproduction.—Lectures, reading, and discussions. *Second semester. 3 s.h.*

VISITING PROFESSOR CHILD

51. Seminar.—A weekly meeting of graduate students and faculty to hear reports and to discuss biological facts, theories, and problems. One hour a week throughout the year. *F. at 4. 2 s.h.*

VISITING PROFESSORS CHILD AND HARGITT

DEPARTMENT OF CHEMISTRY

FOR SENIORS AND GRADUATES

6. Physical and Electro Chemistry.—Fundamentals of general theoretical chemistry illustrated by selected laboratory experiments. Recitation: *T.Th. at 8:30. Laboratory: F. 2-5. 6 s.h.* PROFESSOR GROSS

15. Advanced Inorganic Chemistry.—Modern valence theories as applied to inorganic compounds, particularly of the less common types such as the metal amines, illustrated by suitable laboratory preparations. Recitation *M.W. at 12. Laboratory: F. 2-5. 6 s.h.* PROFESSOR GROSS

Only two of the following courses will be offered in 1929-30: 62, 31^a, and 31^b.

31^a. Advanced Quantitative Methods.—Classroom discussion and laboratory determinations involving the more difficult quantitative methods. One recitation and six laboratory hours. **3 s.h.**

ASSISTANT PROFESSOR VOSBURGH

31^b. Instrumental Analysis.—A practical and theoretical study of the use of various measuring instruments in chemical analysis. One recitation and six laboratory hours. **3 s.h.** ASSISTANT PROFESSOR VOSBURGH

42. Physiological Chemistry.—A study of the chemistry of human physiology. Clinical aspects of the subject are treated with reference to the need of prospective medical students. Courses 3 and 5 are prerequisites. Course 6 is desirable though not required. *First semester. Recitation: M.W. at 8:30. Laboratory: T.F. 2-5. 4 s.h.* PROFESSOR WILSON

43. Metabolism.—Open to students who have completed course 42 or its equivalent, and who have a reading knowledge of German. Lectures and collateral reading deal with the probable fate of foodstuffs in the body, the nitrogen balance, energy requirement, nutritive ratios, vital factors, and ductless glands. The laboratory work consists mainly of blood analysis under both normal and pathological conditions. The laboratory work may be taken by students who have passed course 42, without the lectures. In this case only two semester-hours credit will be given. *Second semester.* Recitation: *M.W.* at 8:30. Laboratory: *T.F.* 2-5. 4 s.h.

PROFESSOR WILSON

50. Intermediate Course in Organic Chemistry.—Intended for students who have had elementary organic chemistry but whose preparation is insufficient for Chemistry 51 or research, and to meet the minor requirements of graduate students in other departments. Three recitations. 3 s.h.

ASSOCIATE PROFESSOR BUCK

51. Advanced Organic Chemistry.—A continuation of course 5^b consisting of more difficult preparations and qualitative analysis. Course 5^b and a reading knowledge of German are prerequisite. Recitation: *T.Th.* at 11. Laboratory: *T.Th.* 2-5. 8 s.h.

ASSOCIATE PROFESSOR BUCK

62. Colloid Chemistry.—The lectures will consist of a general survey of the entire field followed by a more detailed discussion of the colloid particle. Two lectures and three hours of laboratory. 3 s.h.

ASSISTANT PROFESSOR VOSBURGH

9. Introduction to Research.—Lectures on the use of chemical literature, research methods, recording and publication of results, preparation of theses and other topics. One lecture. 1 s.h.

PROFESSORS GROSS AND WILSON, ASSOCIATE PROFESSOR BUCK, AND ASSISTANT PROFESSOR VOSBURGH

11. Research.—The aim of this course is to give instruction in methods used in the investigation of original problems. Nine hours a week, laboratory and conferences. 3 or 6 s.h.

PROFESSORS GROSS AND WILSON, ASSOCIATE PROFESSOR BUCK, AND ASSISTANT PROFESSOR VOSBURGH

This course is offered in both semesters; students may elect the first semester without taking the second. The amount of credit will depend on whether the course is pursued for one or two semesters. It is open to Seniors who have had courses 3, 5^b, and 6.

12. Seminar.—Open to seniors qualifying for honors in the department and required of all graduate students in chemistry. *F.* at 12. 2 s.h.

PROFESSORS GROSS AND WILSON, ASSOCIATE PROFESSOR BUCK, AND ASSISTANT PROFESSOR VOSBURGH

FOR GRADUATES

52. Organic Quantitative Analysis.—A course primarily for those undertaking organic research. Nine laboratory hours. 3 s.h.

ASSOCIATE PROFESSOR BUCK

53. Synthetic Methods of Organic Chemistry.—A consideration of selected groups such as the terpenes and alkaloids with special emphasis on the synthetic methods involved. Chemistry 51 or equivalent prerequisite. *M.W.F. at 9:30. 3 s.h.*

ASSOCIATE PROFESSOR BUCK

61. Chemical Thermodynamics.—A discussion of general chemical theory from the standpoint of thermodynamics. Three recitations. **6 s.h.**

Offered in alternate years with Chemistry 63. PROFESSOR GROSS

63. Chemical Kinetics.—Theories of reaction velocity, catalysis, the theory of the solid state, the structure of atoms, the radiation theory. Prerequisite, Chemistry 6 or its equivalent. **6 s.h.**

PROFESSOR GROSS

Offered in alternate years with Chemistry 61.

64. Phase Rule.—A discussion of typical systems, isothermal curves, and space models. Three recitations. **3 s.h.**

ASSISTANT PROFESSOR VOSBURGH

DEPARTMENT OF ECONOMICS AND POLITICAL SCIENCE

FOR SENIORS AND GRADUATES

3^a. Money and Banking.—After a preliminary study of monetary history and theory, together with an account of the development of credit instruments, there follows a more extended presentation of the theory and practice of banking. *M.W.F. at 11. 3 s.h.*

PROFESSOR GLASSON AND MR. RATCHFORD

Students who elect this course must have made a creditable record in course 1.

3^b. Public Finance.—This course deals with public expenditures, public revenues, public debts, and financial administration. *M.W.F. at 11. 3 s.h.*

PROFESSOR GLASSON AND MR. RATCHFORD

Students who elect this course must have made a creditable record in course 1.

FOR GRADUATES

31. Advanced Banking.—This course is open to students who have completed creditably Economics 1 and Economics 3^a or equivalent courses in other institutions. The subjects for study will be found in the history, theory, and contemporary functions of the banking systems in the United States, England, and France. *First semester, T. 3:30-5:30. 2 s.h.*

PROFESSOR GLASSON

FOR GRADUATES AND SENIORS BY SPECIAL PERMISSION

41. Research in Corporation Organization and Finance.—Open to graduate students and, by special permission, to Seniors who have completed creditably Economics 4^a and 4^b. *Second semester, T. 3:30-5:30. 2 s.h.*

PROFESSOR GLASSON

FOR SENIORS AND GRADUATES

54^a. Trade Unionism and Labor Problems.—Economic and industrial conditions that have given rise to unionism. A brief history of unionism in England and the United States. The structure, methods, and policies of modern unions. *M.W.F. at 8:30. 3 s.h.* PROFESSOR COTTON

[By special permission, Seniors may substitute 54^a for 6^a]

54^b. Industrial Relations.—This course deals with the fundamental principles underlying industrial relations. Policies and plans of the management concerning employees are discussed. The class will study the organization of the labor department of various industries. Course 5^a is a prerequisite for this course. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR COTTON

[By special permission, Seniors may substitute 54^b for 6^b]

65^a. International Trade.—An analysis of the theoretical principles underlying international trade together with an historical study of the foreign trade and tariff policies of the United States, France, Germany, and England down to 1914. *M.W.F. at 9:30. 3 s.h.*

[Not offered in 1929-30]

ASSISTANT PROFESSOR HAMILTON

65^b. Foreign Trade and Recent Commercial Policy.—A study of the influence on foreign trade of post-war protectionism, war debts, international capital movements, and inconvertible paper money. Practical problems in buying and selling abroad. Special attention given to Latin America. *M.W.F. at 9:30. 3 s.h.* ASSISTANT PROFESSOR HAMILTON

[Not offered in 1929-30]

75. Advanced Industrial Accounting and Management.—This course traces the ways and means of executive control through statistics and industrial accountancy. Emphasis is put upon the economics of overhead costs. A complete practice set of cost accounting is worked by each student during the course. *T.Th.S. at 11. 6 s.h.* PROFESSOR COTTON

Courses 5^a and 7 are prerequisites for this course.

14^a. Economic Systems.—A study of alternative economic systems. In addition to an analysis of communism, anarchism and the variants of socialism, the course will include a consideration of other proposed modifications of the existing economic order. *M.W.F. at 2:30. 3 s.h.*

PROFESSOR HOOVER

[Not offered in 1929-30]

14^b. Economic Functions of the State.—A consideration of the primary and secondary economic functions of government and of the legislation which provides for the performance of these functions, such as social legislation and the regulation of commerce and industry. *M.W.F. at 2:30. 3 s.h.*

PROFESSOR HOOVER

[Not offered in 1929-30]

FOR GRADUATES AND SENIORS BY SPECIAL PERMISSION

10. History of Political Economy.—This course traces the development of economic theory, giving special attention to the various schools of economic thought in England, France, Germany, and the United States. A large amount of collateral reading in the works of typical authors is required. Lectures and class-discussions. *M.W.F. at 12. 6 s.h.*

ASSISTANT PROFESSOR HAMILTON

12. Value and Distribution.—This course is designed to introduce students to some of the more complex aspects of economic theory. Controversial phases of theory are surveyed through the medium of the works of the foremost modern economists. The course will also serve as a general review of economic theory for graduate students. *T.Th. at 2. 4 s.h.*

PROFESSOR HOOVER

FOR GRADUATES

18. General Seminar in Economic and Political Science.—All graduate students with economics or political science as a major subject are members of this seminar. Reports of progress in research will be made, and there will be lectures and critical discussion by members of the department. *T. at 7:30 p.m. 2 s.h.*

STAFF

FOR SENIORS AND GRADUATES

28^a. American Political Institutions.—A study of the formation and development of the institutions of the national government in the United States. Federal organs of government are treated historically and analytically. *M.W.F. at 8:30. 3 s.h.*

ASSISTANT PROFESSOR RANKIN

25^a. American Political Parties and Practical Politics.—A study of the historical development, organization and methods of political parties in the United States. Special attention is given to current American politics. *M.W.F. at 8:30. 3 s.h.*

ASSISTANT PROFESSOR RANKIN

[Not offered in 1929-30]

25^b. Parliamentary Government.—This course, being a comparative study of popular government in modern states, deals particularly with the political systems of the British Empire, France, Germany, and Switzerland. *M.W.F. at 8:30. 3 s.h.*

ASSISTANT PROFESSOR RANKIN

8^a. American Constitutional Law and Theory.—Attention is given to leading constitutional principles of American government, as developed through judicial interpretation. Emphasis is placed upon problems of current importance. Lectures, reading of cases, assigned legal problems. *3 s.h.*

ASSOCIATE PROFESSOR WILSON

[Not offered in 1929-30]

8^b. Railroad Regulation in the United States.—A brief consideration of the general problem of governmental regulation of railroads is followed by a more intensive study of the powers and activities of regulatory bodies, state and federal. The latter part of the course deals with an

analysis of the Transportation Act of 1920 and its administration up to the present time. 3 s.h. ASSOCIATE PROFESSOR WILSON

[Not offered in 1929-30]

9^a. State Government in the United States.—The subject-matter covers the historical development of government in the states of the Union, the present political organization, and relations between state and federal governments. *M.W.F. at 12. 3 s.h.* ASSISTANT PROFESSOR RANKIN

9^b. City and County Government.—A study of the general problems of city government in the United States and in Europe. The latter part of the course is devoted to a study of county government in the United States, with particular reference to North Carolina. *M.W.F. at 12. 3 s.h.* ASSISTANT PROFESSOR RANKIN

26^a. Political Thought to the Seventeenth Century.—In the course of a survey of political thought from the time of Plato and Aristotle to the seventeenth century, special emphasis is placed upon the development of important concepts in political theory. *T.Th.S. at 12. 3 s.h.*

ASSOCIATE PROFESSOR WILSON

26^b. Modern Political Theory.—The political theories of Hobbes, Locke, Rousseau, Montesquieu, Harrington, Burke, and John Stuart Mill are studied with particular reference to their influence upon American political thought. The latter part of the course deals with socialism and the modern idea of the state. *T.Th.S. at 12. 3 s.h.*

ASSOCIATE PROFESSOR WILSON

27. International Law and International Organization.—Elements of international law and the application of principles through recent judicial interpretation and in international negotiations. Particular attention is given to the manner in which the law has been interpreted and applied by the United States. The League of Nations and the Permanent Court of International Justice are studied in some detail. *T.Th.S. at 9:30. 6 s.h.* ASSOCIATE PROFESSOR WILSON

DEPARTMENT OF EDUCATION

ELEMENTARY EDUCATION

FOR SENIORS AND GRADUATES

7. Technique of Teaching.—An advanced course in the teaching process, dealing with the theory underlying sound technique and applied specifically to the work of the elementary school. Prerequisite: teaching experience or six semester-hours of work in materials and methods. *First semester. 3 s.h.* ASSOCIATE PROFESSOR CARR

[Not offered in 1929-30]

12. The Curriculum and Materials of the Elementary Grades.—A study of curriculum problems in the elementary school. *First semester, T. 3:30-5:30, S. at 8:30. 3 s.h.* ASSOCIATE PROFESSOR CARR

22. Methods of Teaching and Supervising the Fundamental Subjects.—An advanced course for teachers in service and for students who have completed at least twelve semester-hours of work in education including preferably course 7 or 12. *Second semester, T. 3:30-5:30, S. at 8:30. 3 s.h.* ASSOCIATE PROFESSOR CARR

32. Elementary School Supervision.—A survey of supervision as a means of improving instruction and adapting the curriculum to child and community needs. *Second semester. 3 s.h.* ASSOCIATE PROFESSOR CARR
[Not offered in 1929-30]

EXPERIMENTAL EDUCATION AND EDUCATIONAL PSYCHOLOGY

10^a. Psychological Principles of Secondary Education.—A study of adolescence and the psychology of learning as applied to teaching the principal high school subjects. *3 s.h.* PROFESSOR CHILDS
[Not offered in 1929-30]

18^a. Experimental Education.—An introduction, including a brief historical survey of the field, to some of the most important problems and methods in experimental education. Experiments and reports in the general field of learning, the psychology of the school subjects, and related fields. *3 s.h.* PROFESSOR ———
[Not offered in 1929-30]

18^b. Investigation of Study Problems.—A brief survey of the available literature on study, followed by extensive case-work in the study habits of high school and undergraduate college students. Diagnosis, corrective and remedial teaching in so far as possible, and reports. An introductory course in educational diagnosis and the treatment of individual differences. *3 s.h.* PROFESSOR ———
[Not offered in 1929-30]

28. Psychology of Learning.—A study of different types of learning, the principles which underlie successful guidance of learning, methods and conditions of learning, individual differences, etc. Constant reference to experimental literature. *First semester, F. 3:30-5:30, S. at 11. 3 s.h.* ASSISTANT PROFESSOR DIMMITT

38. Investigations in Reading.—A summary of the results of the more important scientific studies in reading; interpretation of the results in terms of aims, methods, materials of instruction, testing, diagnosis, and supervision; emphasis on problems requiring further investigation. Prerequisite: nine semester-hours of education. *Second semester. 3 s.h.* PROFESSOR ———
[Not offered in 1929-30]

HISTORY AND PHILOSOPHY OF EDUCATION

11. Introduction to the Philosophy of Education.—A consideration of fundamental concepts underlying educational theory. *First semester. 3 s.h.* PROFESSOR HOLTON
[Not offered in 1929-30]

13^a. Legal Phases of School Administration.—A study of judicial decisions and the development of outstanding features of statute law controlling school administration, with special emphasis upon North Carolina materials. *Second semester, W. 3:30-5:30, S. at 12. 3 s.h.*

PROFESSOR HOLTON

13^b. Studies in the Historical Development of Public School Administration.—An advanced course devoted to the development of public school administration in the South, with especial reference to North Carolina as a type. *First semester, W. 3:30-5:30, S. at 12. 3 s.h.*

PROFESSOR HOLTON

14. History of Education in the United States.—A study of the development of the American public school and the interaction of higher education and the public school. *First semester. 3 s.h.*

PROFESSOR HOLTON

[Not offered in 1929-30]

24. Current Problems in Public Education as Revealed Through School Surveys.—A study of recent developments in public education as revealed through school surveys and resulting from the survey movement. *Second semester. 3 s.h.*

PROFESSOR HOLTON

[Not offered in 1929-30]

34. Recent Movements in American Education.—An intensive study of educational thought and practice since 1900. *First semester. 3 s.h.*

PROFESSOR HOLTON

[Not offered in 1929-30]

PUBLIC SCHOOL ADMINISTRATION

9. Statistical Methods Applied to Education.—A study of statistical methods of treating educational and social data designed to enable teacher or administrator to interpret and use the results of scientific investigations in education. *Second semester, F. 3:30-5:30, S. at 11. 3 s.h.*

ASSISTANT PROFESSOR DIMMITT

33. Administrative Pupil Accounting.—An advanced study of gradation and classification of pupils with incidental attention to the keeping of records and the making of reports. The study includes a consideration of individual differences, promotions, acceleration, and retardation of pupils; the various plans for classification and gradation; interpreting the results of tests; and some practice in the computation of statistical measures. *First semester. 3 s.h.*

PROFESSOR PROCTOR

[Not offered in 1929-30]

16. Secondary School Organization and Administration.—A study of the outstanding problems of secondary school organization and administration other than the problem of gradation and classification of pupils. *Second semester, M. 3:30-5:30, S. at 9:30. 3 s.h.*

PROFESSOR PROCTOR

23. Public School Finance.—A study of educational costs, sources of revenue for the support of public education, collection of revenue, basis of distribution, and accounting for funds spent. *First semester, M. 3:30-5:30, S. at 9:30. 3 s.h.* PROFESSOR PROCTOR

43. State and County School Administration.—A study of state and county organization of public schools, emphasizing underlying principles. *First semester. 3 s.h.* PROFESSOR PROCTOR

[Not offered in 1929-30]

SECONDARY EDUCATION AND EDUCATIONAL SOCIOLOGY

15^a. Sociological Foundations of Secondary School Subjects.—A consideration of the aims and objectives of secondary school subjects, emphasizing practical problems of curriculum-making in the high school. Prerequisite: six semester-hours in education, including course 5. *T. 3-5, Th. at 12. 3 s.h.* PROFESSOR CHILDS

15^b. Principles of Vocational Guidance.—A study of the objectives and underlying principles of vocational education, emphasizing this phase of education in North Carolina and the South. The study seeks to formulate a working program for vocational counsellors and others whose teaching function will involve problems of vocational and educational guidance. Prerequisite: six semester-hours in educational sociology, preferably courses 5 and 15^a. *3 s.h.* PROFESSOR CHILDS

[Not offered in 1929-30]

15^c. Rural Sociology.—A study of rural life with emphasis upon the social and economic forces which apply to the life of the rural community. *Second semester, T. 3-5, Th. at 12. 3 s.h.* PROFESSOR CHILDS

17^a. The Teaching of High School History.—Identical with History 12. The course counts as an elective in the Department of Education only when approved by the Department and the instructor. *6 s.h.*

ASSOCIATE PROFESSOR SHRYOCK

17^b. The Teaching of Mathematics.—Identical with Mathematics 13. The course counts as an elective in the Department of Education only when approved by the Department and the instructor. *3 s.h.*

PROFESSOR RANKIN

17^c. The Teaching of Physical Education.—Identical with Physical Education 1. The course counts as half-credit in the Department of Education for students who have had or are carrying Education 6 or 10^b or other approved course in secondary education. *First and second semesters.*

MISS GROUT

26. History of Secondary Education in the United States.—A study of historical and comparative conceptions of the secondary school, changes in American life affecting the secondary school, present status of the secondary school, current tendencies toward expansion, and the problem of state and federal aid. *First semester. 3 s.h.*

PROFESSOR PROCTOR

[Not offered in 1929-30]

ADVANCED RESEARCH COURSE

30. Methods of Educational Research: Seminar.—Graduate students are instructed in methods of research as applied to selected educational problems. Each student must select for intensive study and practice a subject in which he is interested. The course must be pursued through the year. No credit will be allowed for a single semester. It is recommended for all graduate students taking major work in Education. One and a half hours a week throughout the year. **3 s.h.**

MEMBERS OF THE DEPARTMENT

DEPARTMENT OF ENGLISH

FOR SENIORS AND GRADUATES

4. American Literature.—This course considers in an exhaustive manner the works of some of the American writers. *M.W.F. at 8:30. 6 s.h.*

PROFESSOR HUBBELL

6^{a, b}. Chaucer.—*M.W.F. at 12. 6 s.h.*

PROFESSOR BAUM

7. Anglo-Saxon.—This course requires no previous study of Anglo-Saxon. The first semester is given to a thorough study of Anglo-Saxon grammar and to the reading of Anglo-Saxon prose; the second semester, to the reading and interpretation of *Beowulf*. *T.Th.S. at 12. 6 s.h.*

PROFESSORS BROWN AND BAUM

8. Middle English.—This course consists of an introduction to the study of early Middle English literature and of a study of the history of the English language. **6 s.h.**

PROFESSOR BAUM

Students may elect course 8 without having studied either Old or Middle English.

[Not offered in 1929-30]

9^{a, b}. The Drama of the Elizabethan Period.—A study of the drama in England from its beginnings to 1640. **6 s.h.**

PROFESSOR GILBERT

[Not offered in 1929-30]

10^a. English Literature, 1550-1625.—This course considers the most important non-dramatic literature from 1550 to 1625 except the works of Spenser. **3 s.h.**

PROFESSOR GILBERT

10^b. English Literature, 1625-1660.—This course considers the most important works other than drama from 1625 to 1660 except the works of Milton. **3 s.h.**

PROFESSOR GILBERT

[Not offered in 1929-30]

11^a. English Literature, 1660-1744.—*T.Th.S. at 8:30. 3 s.h.*

PROFESSOR WHITE

11^b. English Literature, 1774-1798.—*T.Th.S. at 8:30. 3 s.h.*

PROFESSOR WHITE

15. The Drama in England, 1640-1770.—*First semester, M.W.F. at 11. 3 s.h.*

PROFESSOR BAUM

16^{a,b}. The Teaching of Literature and Composition in the High School.—

This course is intended especially for those students who expect to teach in the high schools and for teachers in the city or county who desire instruction in the teaching of English. The work of the course includes consideration of methods and aims in the study of literature and the writing of English, the nature and values of the various kinds of literature, the planning of the high-school course, and the study of the most important English classics in the high school curriculum. **6 s.h.**

PROFESSOR GILBERT

Course 16 is open also to teachers with experience.

[Not offered in 1929-30]

17. The Ballad and Other Folk-Lore.—This course consists of an extensive study of the ballad and other ancient and modern folk-songs and of the other fifteen kinds of folk-lore as found in North Carolina and other sections of America. Much of the material used in the course is in manuscript form, and still other material studied is that collected by the class during the year; thus the student gets training in collecting and classifying songs and other forms of folk-lore. Each student is assisted in developing some subject pertaining if possible to conditions in his native section. *M.W.F. at 12. 6 s.h.*

PROFESSOR BROWN

20. Spenser and Milton.—An exhaustive study of the works of Spenser and Milton. *M.W.F. at 8:30. 6 s.h.*

PROFESSOR GILBERT

[Only the first half of 20 is offered in 1929-30]

26. English Literature, 1400-1550.—*T.Th.S. at 11. 6 s.h.*

PROFESSOR BAUM

27^{a,b}. Studies in the Romantic Poets of the Early Nineteenth Century.—This course considers in an exhaustive manner the works of some of the Romantic poets. *T.Th.S. at 9:30. 6 s.h.*

PROFESSOR WHITE

30. Studies in Victorian Literature.—This course considers in an intensive way the works of some of the most important writers of the period. *M.W.F. at 9:30. 6 s.h.*

PROFESSOR GREENE

32^a. Literary Criticism.—A history of literary criticism to 1700. *T. 3:30-5:30 and S. at 12. 3 s.h.*

PROFESSOR GILBERT

32^b. Literary Criticism.—A history of literary criticism from 1700 to the present. **3 s.h.**

PROFESSOR GILBERT

[Not offered in 1929-30]

FOR GRADUATES

24. Bibliography and Methods of Research.—*M.W. 3-4:30. 6 s.h.*

PROFESSORS HUBBELL AND BAUM

This course or its equivalent is required of all candidates for higher degrees in English.

29^a. The Elizabethan Period.—This course considers in an exhaustive manner the works of some of the Elizabethan writers. **3 s.h.**

[Not offered in 1929-30]

PROFESSOR GILBERT

- 31. The Early Renaissance.**—A seminar in the literature and language of the early Renaissance in England and Scotland. **3 s.h.**
 [Not offered in 1929-30] PROFESSOR BAUM

DEPARTMENT OF GERMAN

FOR SENIORS AND GRADUATES

- 5. Goethe.**—This course is intended to acquaint the student with the methods of independent research while making a careful study of the author's most important works, with special emphasis upon the broader aspects of his ever-widening interests and literary activities. *M.W.F. at 9:30. 6 s.h.* PROFESSOR KRUMMEL

- 11. Middle High German.**—The language and literature of Germany's first classical period. Grammar and translation. *First semester: Wright's Middle High German Primer, and Der arme Heinrich. Second semester: Das Nibelungenlied, Tristan und Isolde, or Parzival. Afternoon hours. 6 s.h.* PROFESSOR VOLLMER

- 12^a. Gothic.**—Phonology and morphology of Gothic as the basis of modern English and German. Reading of Ulfilas Gothic version of the Bible. *Afternoon hours. 3 s.h.* PROFESSOR VOLLMER

- 12^b. Old Norse.**—An introductory course. *Afternoon hours. 3 s.h.* PROFESSOR VOLLMER

- 13. Leibnitz to Romanticism.**—Eighteenth century German literature in its relation to contemporary European philosophy. Lectures, collateral reading. Open to students with reading knowledge of German. *Afternoon hours. 6 s.h.* PROFESSOR VOLLMER

FOR GRADUATES

- 14. German Seminar.**—A seminar will be conducted for properly qualified students. PROFESSOR VOLLMER

DEPARTMENT OF GREEK

FOR SENIORS AND GRADUATES

- 3. Greek Drama.**—Selected plays are read, and their dramatic construction and distinctive features are discussed. **6 s.h.** PROFESSOR PEPPLER

- 4. Homer.**—*Odyssey.* Pindar and Bacchylides. **6 s.h.** PROFESSOR PEPPLER

- 5. Greek Historians.**—Herodotus, Books VII and VIII; Thucydides, Books VI and VII. **6 s.h.** PROFESSOR PEPPLER

16^a. Greek Archaeology.—The topography and monuments of Athens are studied, and other matters supplementary to course 7 are presented. Course 16^a is intended primarily for students who wish to prepare themselves for study in Greece or for work toward an advanced degree. Courses 1 (or its equivalent) and 7 are prerequisites. **3 s.h.**

ASSISTANT PROFESSOR JOHNSON

16^b. Greek Epigraphy.—The history of the alphabet is studied, and important inscriptions are read for their content. Prerequisite, Greek 2 or its equivalent. **3 s.h.**

ASSISTANT PROFESSOR JOHNSON

FOR GRADUATES

8. Seminar in Aristophanes.—The student is required to read the eleven comedies, to prepare an analysis of one play and discuss important literary and historical questions suggested by it, and to write a grammatical and exegetical commentary on a selected passage. Lectures on the history of Greek comedy and a study of some of the important extant fragments will accompany the work in Aristophanes. **6 s.h.**

PROFESSOR PEPPLER

14. Seminar in the Greek Historians.—Similar to course 8 in that the student reads prescribed portions of Herodotus and Thucydides, analyzes one book of Thucydides, and prepares a commentary on a selected passage. **6 s.h.**

PROFESSOR PEPPLER

DEPARTMENT OF HISTORY

AMERICAN HISTORY

FOR SENIORS AND GRADUATES

103. The Union, Confederacy, and Reconstruction.—Among the subjects considered are constitutional theories and sectional controversies, the rise of secession, the military strategy and conduct of the Civil War, constitutional and economic problems of the Union and Confederacy, and the political and economic adjustments during reconstruction. *First semester, M.W.F. at 12.* **3 s.h.**

PROFESSOR BOYD

110. Constitutional History of the United States, 1763 to 1860.—Among the subjects considered are the issues and nature of the Revolution, the problems of the confederation, the nature of the constitution in the light of its early interpretations, the rise of political parties, sectionalism and its attendant political and economic interests, and the slavery controversy. **6 s.h.**

PROFESSOR BOYD

[Not offered in 1929-30]

130. The History of North Carolina.—The evolution of the commonwealth from its origins to the present is traced with particular emphasis on social conditions and the recent period. *Second semester, M.W.F. at 12.* **3 s.h.**

PROFESSOR BOYD

131. The Hispanic-American Republics.—A survey of the political, economic, and social development of the Hispanic-American nations since the beginning of the movement for independence in 1810. Considerable attention is also given to the foreign commerce and foreign relations of these nations. *First semester, M.W.F. at 9:30. 3 s.h.*

PROFESSOR RIPPY

132. The Hispanic Colonies of the New World.—The development of the Iberian states as colonizing powers, the work of the conquerors, the Spanish colonial policy and system, their influences and results, native races, the international contest for supremacy, and the decay of Spanish power in America and the Philippines. *Second semester, M.W.F. at 9:30. 3 s.h.*

DR. LANNING

FOR GRADUATES

206. Southern History, 1763-1860.—The rôle of the South in American political and social development is traced with special reference to local conditions, state and regional. Among the topics emphasized are political ideals and political parties, southwestern expansion, cotton culture and slavery, local sectionalism, transportation, education, the churches, and the movement for secession. *4 s.h.*

PROFESSOR BOYD

[Not offered in 1929-30]

207. The Colonial Period, 1606-1763.—Emphasis is placed on certain typical institutional and social origins and the development of British policy toward the colonies. *M. 4-6. 4 s.h.*

PROFESSOR BOYD

215. Seminar in Southern History.—Selected topics in the development of the South Atlantic region, chosen from year to year, in different periods in its development. *F. 4-5. 2 s.h.*

PROFESSOR BOYD

221. Studies in the Diplomatic History of the United States.—A research course, open to students approved by the instructor. The aim is to give a familiarity with the sources and literature of South-American diplomatic relations and to investigate related topics in chosen fields from year to year. These fields are: (a) Independence movement of Latin America, (b) Latin-American Foreign Relations, (c) Sectionalism and American Foreign Relations (Not offered in 1929-30). *W. 4-6. 4 s.h.*

PROFESSOR RIPPY

EUROPEAN HISTORY

FOR SENIORS AND GRADUATES

104. English Constitutional History.—After a brief review of the Anglo-Saxon period a detailed study is made of those medieval institutions which form the basis of the British constitution. This is followed in the second semester by a general survey of the changes wrought in English political history during the seventeenth and eighteenth centuries, the main lines of constitutional development since 1800, and an outline of British government as it exists today. *6 s.h.*

PROFESSOR LAPRADE

[Not offered in 1929-30]

117. Europe Since 1870.—International relations since the Franco-German War is the chief subject of study in this course; special emphasis is placed upon the underlying economic and political influences. 6 s.h.

ASSOCIATE PROFESSOR CARROLL

118. The History of the European Proletariate.—This course is concerned chiefly with the origins, expansion, and organization of the industrial working classes of Europe. The following problems will be emphasized: the decline of serfdom, the growth of an urban working class, social revolutions in England, France, and Germany prior to the eighteenth century, the results of the Industrial Revolution, and labor movements and theories during the nineteenth and twentieth centuries. *T.Th.S. at 9:30.* 6 s.h.

ASSOCIATE PROFESSOR CARROLL

122. Early Modern History.—A survey of the social and political changes in Western Europe during the fourteenth and fifteenth centuries, the Protestant Revolt and the Catholic Reaction of the sixteenth century, and the rise of toleration. *T.Th.S. at 8:30.* 6 s.h.

ASSISTANT PROFESSOR NELSON

123. Medieval Institutions and Culture.—A consideration of the classical heritage, the Germanic infusion, the development of ecclesiastical, feudal, monarchical, and communal institutions, the relations of church and state, the use of universities, vernacular literature, philosophy and art, 300-1300 A.D. 6 s.h.

ASSISTANT PROFESSOR NELSON

[Not offered in 1929-30]

FOR GRADUATES

5. A Seminar in the History of England and the British Empire.—The work consists of practical training in the methods of historical research based on sources for modern British history. *F. 7-8.* 2 s.h.

PROFESSOR LAPRADE

225. British Nationality and Public Opinion.—A study of the various political and social groups that have contended for the control of English politics and government since the sixteenth century, the methods by which they sought to exercise that control, and the resulting influences on national ideals. 4 s.h.

PROFESSOR LAPRADE

[Not offered in 1929-30]

227. Modern Phases of the English Constitution.—A brief review of the medieval constitution, followed by a more intensive study of certain aspects of its development in the sixteenth, seventeenth, and eighteenth centuries. 4 s.h.

PROFESSOR LAPRADE

[Not offered in 1929-30]

228. Foundations of the British Empire.—The growth of British trade and colonization in the sixteenth, seventeenth, and eighteenth centuries, including the causes in Great Britain of the American Revolution. *T. 4-6.* 4 s.h.

PROFESSOR LAPRADE

THE TEACHING OF HISTORY

FOR SENIORS AND GRADUATES

112. The Teaching of History and Civics.—The work in the first semester consists of a discussion of the question of aims and values in teaching history and civics, textbooks, programs of study, methods of instruction, the use of maps and pictures, and some consideration of the problems of teaching history in the elementary schools. The second semester is devoted chiefly to the making and presenting of lesson-plans for use in the high school, to making assignments, and to other problems of high school teaching. *T.Th.S. at 12. 6 s.h.* ASSOCIATE PROFESSOR SHRYOCK

BIBLIOGRAPHY

FOR GRADUATES

226. Historiography and Bibliography.—A survey of the development of historical writing, and examination of the greater collections of historical sources, and a consideration of the inter-relationship of history and other branches of social knowledge. *2 s.h.*

MEMBERS OF THE DEPARTMENT

DEPARTMENT OF LATIN AND ROMAN STUDIES

[A sufficient number of the following courses will be offered in 1929-30 for a major in Latin. All graduate students and Seniors who are planning to pursue any of these courses are requested to communicate or confer with the Department prior to registration in order that their special interests may receive consideration in case some of the courses are not to be given. Afternoon and Saturday morning hours will be utilized insofar as feasible, particularly for the strictly graduate courses.]

FOR SENIORS AND GRADUATES

6^a. Roman Fiction.—The short story and novel of antiquity. The short stories of Apuleius and parts of the *Satyricon* of Petronius form the major part of the reading. Notes on the Milesian tale; its history; characteristics; development as a literary form; and its service as a prototype for subsequent writers including Boccaccio, Chaucer, La Fontaine, *et al.* *3 s.h.* PROFESSOR ROSBOROUGH

6^b. Early Latin Christianity.—Readings in Tacitus, Pliny, Minucius Felix, Tertullian, Lactantius, Cyprian, Jerome, St. Augustine, *et al.* This course is of value to those whose interests are confined to the subject matter, as well as to those interested from the linguistic point of view. It is primarily a rapid reading course. *3 s.h.* PROFESSOR ROSBOROUGH

One of the two courses 7 and 8 will be offered in 1929-30.

7. Epic Poetry.—From Vergil as a center, a study is made of the Epic poets from Andronicus and Nævius to Statius. *M.W.F. at 9:30. 6 s.h.* ASSISTANT PROFESSOR GATES

8. Roman Dramatic Literature.—The Comedies of Plautus and Terence. The Tragedies of Seneca. A rapid reading course combined with notes on Roman drama and the development of Latin forms and syntax. *M.W.F. at 9:30. 6 s.h.*

ASSISTANT PROFESSOR GATES

9. Vulgar Latin.—An introductory study of the everyday language of the middle classes of the Latin-speaking world from 200 B.C. to the time when its descendants, the Roman languages, may be differentiated from it and from one another, about 600 A.D. Of interest to students of Latin and Romance philology. Three hours a week throughout the year. **6 s.h.**

PROFESSOR ROSBOROUGH

FOR GRADUATES

20. Roman Life.—A survey of the life of the Romans of the late Republic and early Empire. Lectures, reports, slides, photographs. No ancient language requirement for admission. Three hours a week throughout the year. **6 s.h.**

PROFESSOR ROSBOROUGH

21. Sight Reading and Composition.—The sight reading will be chosen from authors whose works are not commonly read in college classes. The composition work will be adapted to the needs of the class and correlated with the sight reading. Two consecutive hours a week throughout the year. **4 s.h.**

PROFESSOR ROSBOROUGH AND ———

22. Epigraphy.—An introduction to the study of Latin inscriptions. Notes on the history, development and value of the science from the historical, linguistic, and literary aspects. Recommended to majors and minors in Classics, and to teachers of Classics and Ancient History. Throughout the year, three hours a week. **6 s.h.**

PROFESSOR ROSBOROUGH

23. Pro-Seminar.—Introduction to the methods of criticism and research. Required of all Latin majors. Three hours a week (two consecutive and a third to be arranged, throughout the year). **6 s.h.**

PROFESSOR ROSBOROUGH

24. Seminar.—Training in criticism and research. The seminar is intended primarily for those who have had the pro-seminar and who are working for the doctorate. Hours and credit are the same as those for course 23.

PROFESSOR ROSBOROUGH

Note: Either 23 or 24 is offered in 1929-30, but not both courses.

25. Latin Linguistics.—Designed to give a scientific basis for the study of the Latin language, hence for Romance languages and English. Alphabet, phonetics, accent, word-formation, general morphology, vocabulary, etymology, syntax. Three hours a week throughout the year. **6 s.h.**

PROFESSOR ROSBOROUGH

26. Roman Historical Literature.—Comprehensive readings in original Latin sources for a study and interpretation of events and movements of Roman history. Three hours a week throughout the year. **3 s.h. each semester.**

PROFESSOR ROSBOROUGH

DEPARTMENT OF MATHEMATICS

All the courses listed will not be given every year. For a major in this department the required number of hours must be made up from a group of courses approved by the department and not selected at random from the list below.

FOR SENIORS AND GRADUATES

4^a. Theory of Equations and Determinants.—*M.W.F. at 11. 3 s.h.*

ASSISTANT PROFESSOR PATTERSON

4^b. Modern Higher Algebra.—A study of linear dependence, solution of a set of linear equations. Study of matrices, linear transformations, invariants of linear transformations, bilinear forms. Text: Bocher's *Introduction to Higher Algebra*. **3 s.h.**

ASSISTANT PROFESSOR ROBISON

5. Advanced Calculus.—This course is a study of the processes of the calculus, their meanings and applications. It is designed to furnish a necessary preparation for advanced work in analysis and applied mathematics. Prerequisite, course 3. *M.W.F. at 9:30. 6 s.h.*

PROFESSOR ELLIOTT

6. Differential Equations.—A study of the more common types of ordinary differential equations with emphasis on geometrical interpretations and applications to geometry and physics. Prerequisite, course 3. *First semester, T.Th.S. at 11. 3 s.h.*

PROFESSOR ELLIOTT

7. Projective Geometry.—The elements of projective geometry treated synthetically. Introduction to homogeneous coördinates with application to projective geometry. Study of different types of collineations. Prerequisite, analytic geometry and preferably calculus, with which it may, however, be taken simultaneously. *T.Th.S. at 8:30. 6 s.h.*

ASSISTANT PROFESSOR ROBISON

8. Analytic Geometry of Space.—The first part of the course includes the usual subjects treated in rectangular coördinates. Tetrahedral coördinates are then introduced by means of linear transformations, under which various invariant properties are established. An introduction to differential geometry is also included. The course may be conveniently divided into semester courses. Prerequisite, analytic geometry and preferably calculus, with which it may, however, be taken simultaneously. **6 s.h.**

PROFESSOR ELLIOTT

9. Fourier's Series and Spherical Harmonics.—The properties of Fourier's Series and Spherical Harmonics with application to problems of mathematical physics. Prerequisite, calculus. **3 s.h.**

ASSISTANT PROFESSOR ROBISON

10. Vector Analysis.—This course is a study of the different vector products and the calculus of vectors, with applications to geometry and mechanics. Prerequisite, course 3. *Second semester, T.Th.S. at 11 (tentative). 3 s.h.*

PROFESSOR ELLIOTT

12. History of Mathematics.—A study of the development of mathematics from 3,000 B.C. up to the present. This course deals with the evolution of the following topics: number system, arithmetic, geometry, algebra, trigonometry, analytical geometry, calculus, modern geometry. Brief sketches of the lives of the builders of mathematics will be given. *First semester, T.Th.S. at 9:30. 3 s.h.*

PROFESSOR RANKIN

Prerequisites, courses 3^a, 3^b.

13. Teaching of Mathematics.*—This course is designed primarily for those who intend to teach high school and college mathematics. It deals with the recent changes in methods of studying mathematics. *Second semester, T.Th.S. at 9:30. 3 s.h.*

PROFESSOR RANKIN

Prerequisites, courses 3^a, 3^b.

FOR GRADUATES

24. Differential Geometry.—An elementary course in differential geometry. A study of the differential geometry of curves, surfaces, and curves on surfaces. Text: Eisenhart's *Differential Geometry*. Prerequisites, courses 5 and 6. **6 s.h.**

PROFESSOR ELLIOTT

25. Integral Equations.—A study of the Volterra and Fredholm integral equations with special reference to their application to the boundary value problem of differential equations. Prerequisites, courses 5 and 6. **6 s.h.**

PROFESSOR ELLIOTT

26. Infinite Series.—The theory of convergence and the algebraic and functional properties of series; special types of series; infinite products; divergent series. Prerequisite, course 5. **6 s.h.**

ASSISTANT PROFESSOR ROBISON

27. Theory of Functions of a Complex Variable.—Study of analytic functions; conformal representation; the theory of infinite series and products with application to hyperbolic and Gamma functions; study of double-periodic functions. Prerequisite, course 5. **6 s.h.**

ASSISTANT PROFESSOR ROBISON

28. Calculus of Variations.—This course will take up the study of the calculus of variations after the methods of Euler, Jacobi, Weierstrass, and Bolza. Prerequisite, course 5. **6 s.h.**

ASSISTANT PROFESSOR HICKSON

29. Potential Theory and Laplace's Equation.—Newtonian and logarithmic potentials and their properties, Laplace's equation in potential theory and mathematical physics. **6 s.h.**

ASSISTANT PROFESSOR MILES

* This course carries graduate credit for students whose major subject is education.

DEPARTMENT OF PHILOSOPHY

FOR SENIORS AND GRADUATES

3. The Philosophy of Conduct.—This course attempts a critical inquiry into the fundamental concepts and principles of human conduct. These are approached from the standpoint of nature, psychology, and philosophy. It analyzes the content of moral consciousness and seeks to find the laws that rule in the realm of virtue and finally to discover the ultimate nature of the right. Lectures and textbook. Text used: Everett's *The World of Values*. *First semester, T.Th.S. at 12. 3 s.h.*

PROFESSOR CRANFORD

4. Christian Ethics.—This course attempts a critical inquiry into the fundamental concepts and principles of conduct in the light of Christianity. It seeks to show the practical application of these concepts and principles in a doctrine of Christian virtue and duties. Lectures and textbook. Text used: Smythe's *Christian Ethics*. *Second semester, T.Th.S. at 12. 3 s.h.*

PROFESSOR CRANFORD

5. Idealism.—A survey of idealistic systems of philosophy, with chief emphasis on the more recent developments in idealistic thinking. Lectures and assigned readings with reports. Prerequisite, Philosophy 1 or 2. *M.W.F. at 11. 6 s.h.*

PROFESSOR CRANFORD

8. A Constructive Survey of Modern Science.—An orientation course, designed to present a synthetic view of nature from the data of the modern sciences. It is aimed to be corrective of the tendencies toward overspecialization. Two lectures and one discussion hour. *Second semester, T.Th.S. at 12. 3 s.h.*

ASSISTANT PROFESSOR RHINE

DEPARTMENT OF PHYSICS

FOR SENIORS AND GRADUATES

The following courses are arranged primarily for senior students, but they are open to graduate students. An elementary knowledge of the calculus and credit for 12 semester-hours in Physics is presumed in all of the following courses.

101. Principles of Radio Transmission and Reception.—A course covering the general theory of wave propagation and including a study of inductance, capacity, induction coils, oscillatory discharge, high frequency generators and transformers, and the various methods of detecting electromagnetic waves. *6 s.h.*

ASSISTANT PROFESSOR COLLINS

103. Analytical Mechanics.—Geometry of motion; kinematics of a particle and of a rigid body; statics, kinetics, of a particle and of a rigid body; relative motion; Lagrange's equations; general principles of mechanics. *M.W.F. at 9:30. 6 s.h.*

ASSISTANT PROFESSOR COLLINS

105. Physical Optics.—This course is a treatment of the subject of light adapted to the needs of students completing general physics and is of special interest to chemical and pre-medical students. The course is based on Taylor's *Advanced Optics*. *First semester, M.W.F. at 12.*
3 s.h. PROFESSOR HATLEY

106. Modern Physics.—A lecture course consisting of a rapid review of the entire field of physics with special emphasis on the outstanding experiments underlying modern physics. *Second semester, M.W.F. at 12.*
3 s.h. PROFESSOR HATLEY

107. Electricity and Magnetism.—This course covers the fundamental phenomena of direct and alternating currents and magnetism. Starling's *Electricity and Magnetism* is used as the basis of the lectures. Smith's *Electrical Measurements* is used as a guide in the laboratory exercises. Two lectures and one laboratory period a week, throughout the year.
6 s.h. PROFESSOR EDWARDS

[Under special conditions a credit of either 2 or 4 semester-hours may be arranged.]

108. Thermodynamics.—Thermodynamics is the science on which is based all of the physico-chemical sciences. This introductory course deals with basic principles freed from all unnecessary complications. Hence it covers neither the theory applied to heat engines nor, in detail, the theory of chemical equilibrium. It is in a sense preparatory to such studies. *First semester, M.W.F. at 8:30. 3 s.h.* PROFESSOR EDWARDS
 [Offered in alternate years with Physics 107.]

FOR GRADUATES

201. Advanced Physical Laboratory.—Mechanics, heat, radiation, electrical measurements, ionization, and radio activity. This course involves exact measurements in all the fields indicated. Classical experiments are repeated by much the same methods as were employed by the original investigators. Two laboratory periods per week. **2-6 s.h.**

PROFESSORS EDWARDS AND HATLEY, ASSISTANT
 PROFESSORS COLLINS AND NIELSEN

202. Kinetic Theory of Gases.—Fundamental ideas of equations of state, laws of gases, Maxwell's distribution law, equipartition law, viscosity, diffusion, thermal conductivity, and specific heats. *Second semester.*
3 s.h. PROFESSOR ———

203. Theoretical Physics.—This is an advanced course in general physics covering the elementary mathematical theory of mechanics, electrodynamics, hydrodynamics, thermodynamics, etc. A knowledge of the calculus is presumed and it is desirable that a student take concurrently Differential Equations. *M.W.Th.F. at 8:30. 8 s.h.*

ASSISTANT PROFESSOR NIELSEN

205. Light.—**6 s.h.**

PROFESSOR HATLEY

207. Conduction of Electricity Through Gases.—Electron theory of gaseous conduction. *First semester. 3 s.h.* PROFESSOR EDWARDS

208. Spectroscopy.—A laboratory course interspersed with occasional lectures dealing with standard practice in spectroscopy. *Second semester, M.W.F. at 8:30. 3 s.h.* PROFESSOR EDWARDS

209. Thermionic Vacuum Tubes and Radio-Frequency Measurements.—A laboratory course in radio measurements. Course 101 is a prerequisite of this course. *6 s.h.* ASSISTANT PROFESSOR COLLINS

211. Quantum Theory.—Application of the quantum theory to photoelectricity, resonance and ionization potentials, X-rays, radioactivity, spectral lines and fine structure, Stark and Zeeman effects, thermal radiation, and specific heats. Three lectures per week. Prerequisite, Theoretical Physics. *6 s.h.* ASSISTANT PROFESSOR NIELSEN

213. Electron Theory.—This course deals with such phases as the charge and mass of the electron, scattering of high speed charged particles by thin foils of matter, isotopes, atomic disintegration, nuclear and atomic structure, radiation, and ionization potentials. *First semester. 3 s.h.* PROFESSOR HATLEY

214. X-rays.—The properties of X-rays are interpreted in terms of the interaction between radiation and electrons. An effort is made to gain from a study of available X-ray data a better understanding of the structure of the atom and of the nature of X-rays themselves. *Second semester. 3 s.h.* PROFESSOR HATLEY

DEPARTMENT OF PSYCHOLOGY

FOR SENIORS AND GRADUATES

10. Social Psychology.—Lectures, readings, and reports. *First semester, M.W.F. at 11. 3 s.h.* PROFESSOR McDOUGALL

11. Abnormal Psychology.—Lectures, readings, and reports. *Second semester, M.W.F. at 11. 3 s.h.* PROFESSOR McDOUGALL

SR 10*. Introduction to the Psychology of Religion.—See "Religious Education" in the Department of Religion. *3 s.h.* PROFESSOR HICKMAN

SR 10*. Advanced Psychology of Religion.—See "Religious Education" in the Department of Religion. *3 s.h.* PROFESSOR HICKMAN

13. A Constructive Survey of Modern Science.—See Philosophy 8.

14. Advanced Experimental Psychology.—A laboratory course designed to give first-hand acquaintance with experimental technique and methodology. *First semester, T.Th. 2-5. 3 s.h.* DR. ZENER

16. Experimental Psychology: Problems and Theories.—An historical survey of experimental psychology, with a critical study of selected theories and problems. *Second semester, M.W.F. at 12. 3 s.h.* DR. ZENER

17. Physiological Psychology: Nerve Conduction and Reflex Action.—A course dealing with the functional properties of the nervous system, emphasizing such topics as the factors influencing nerve growth, the nature of the nervous impulse, the phenomena of facilitation and inhibition, and the different types of reflex action. DR. ZENER

[Not offered in 1929-30]

18. Physiological Psychology: Nervous System and Sense Organs.—A study of the structure of the central and sympathetic nervous systems, and of the structure and physiology of the special sense organs in relation to sensory theory. *First semester, T.Th. at 12, W. 2-5. 3 s.h.*

DR. ZENER

19. Genetic Psychology.—A study of the behavior and mental processes of the child from the comparative and developmental points of view. Lectures, assigned reading, reports. DR. ZENER

[Not offered in 1929-30]

FOR GRADUATES

20. Seminar in Advanced Psychology.—Seminar on special problems. Two-hour sessions twice a week. *Second semester.*

PROFESSOR McDougall

DEPARTMENT OF RELIGION*

NEW TESTAMENT

FOR SENIORS AND GRADUATES

SR 1^a. The New Testament in Greek.—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. *T.Th.S. at 9:30. 3 s.h.* PROFESSOR BRANSCOMB

SR 1^b. The Exegesis of Selected Books of the New Testament.—The books studied will be Galatians, Colossians, and Hebrews. The course will be based on the Greek text. *T.Th.S. at 9:30. 3 s.h.* PROFESSOR RUSSELL

SR 2. The Beginnings of Christianity.—A survey course dealing with the background, the beginnings, and the early history of Christianity. Special attention is given to the creation of the literature of the New Testament. *M.W.F. at 9:30. 6 s.h.* PROFESSOR BRANSCOMB

SR 20^a. Life of Paul.—A study of Paul's life on the basis of Acts and the epistles. Consideration is given to Paul as a man, the factors entering into his character, and his permanent contribution to the world. **3 s.h.** PROFESSOR MYERS

[Not offered in 1929-30]

FOR GRADUATES

SR 3^a. The Life of Jesus.—As a preliminary to this course a careful study of the sources of our knowledge of the life of Jesus will be made. Prerequisite, New Testament SR 2. *Th.F.S. at 11. 3 s.h.*

PROFESSOR RUSSELL

* Candidates for the degree of Master of Arts in the School of Religion must comply with the special requirements printed on page 25 of this catalogue.

SR 3^b. The Teachings of Jesus.—Prerequisite, New Testament SR 2. *M.T.W. at 11. 3 s.h.* PROFESSOR BRANSCOMB

SR 4^a. The Exegesis of Selected Books of the New Testament.—The books studied will be I Corinthians, II Timothy, I Peter, and selections from the Apocalypse of John. The study will be based on the Greek text. Prerequisite, New Testament SR 1^a, or its equivalent. *Th.F.S. at 11. 3 s.h.* PROFESSOR BRANSCOMB

SR 5. The Exegesis of Selected Books of the New Testament.—The books studied will be Romans, James, and the First Epistle of John. The study will be based on the English text. Prerequisite, New Testament SR 2, or its equivalent. *Th.F.S. at 11. 3 s.h.* PROFESSOR BRANSCOMB

SR 10^a. Judaism at the Beginning of the Christian Era.—A study of Judaism from the time of Ben Sirach to the writing of the Mishna. Prerequisite, New Testament SR 2, or its equivalent. *Th.F.S. at 11. 3 s.h.* PROFESSOR BRANSCOMB

[Not offered in 1929-30]

SR 10^b. Hellenistic Religions at the Beginning of the Christian Era.—Prerequisite, New Testament SR 2. *Th.F.S. at 11. 3 s.h.*

PROFESSOR RUSSELL

[Not offered in 1929-30]

OLD TESTAMENT

FOR SENIORS AND GRADUATES

SR 1. Introductory Hebrew.—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. *M.W.F. at 8:30. 6 s.h.* PROFESSOR GODBEY

SR 3. Introduction to the Old Testament.—The course will include, first, the sources of Hebrew history and the chief stages in the political, social, and religious development of the Hebrew and Jewish nations, and second, the origin, literary form, and contents of the books of the Old Testament. *M.W.F. at 8:30. 6 s.h.* PROFESSOR RUSSELL

FOR GRADUATES

SR 2. Pre-Mosaic Hebrew Religion.—Its historical portrayal in the Old Testament. Prolegomena to the study of Old Testament history and literature. No knowledge of Greek required. *M.W.F. at 12. 6 s.h.* PROFESSOR GODBEY

SR 4^a. The Hebrew Prophets.—The nature and methods of Semitic and early Hebrew prophecy, the prophetic inspiration, the historical background and personal history of the prophets, their books and teaching. Prerequisite, Old Testament SR 3. *M.T.W. at 11. 3 s.h.*

PROFESSOR RUSSELL

SR 4^b. The Book of Job.—The course will include first, an introductory study of the wisdom literature of the Old Testament and the Apocrypha, and second the history, literary form, and teaching of the book of Job. *Th.F.S. at 11. 3 s.h.*

PROFESSOR RUSSELL

SR 5. The Old Testament in Hebrew.—Parts of the pentateuch are read during the first semester. Selections from the prophets are the basis for the study in the second semester. Prerequisite, Old Testament SR 1 or equivalent. *Th.F.S. at 12. 6 s.h.*

PROFESSOR GODBEY

SR 6. Ancient Oriental History.—The aim of this course is to show the relations of Minoan, Philistine, Ancient Egyptian, and Assyro-Babylonian history and literature to the Old Testament and to the early history of the Hebrews. *M.T.W. at 11. 6 s.h.*

PROFESSOR GODBEY

CHRISTIAN DOCTRINE

SR 1^a. Introduction to the Science of Theology.—A consideration of theology as a branch of science and an indication of some of the results obtained through the use of the scientific method in theological investigation. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR ROWE

SR 1^b. The Content of Christian Doctrine.—A comprehensive survey of the leading doctrines of Christianity in the light of the religious thought and experience of the present age. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR ROWE

SR 2^a. Theology in Ancient and Medieval Christianity.—The history of Christian thought from the Greek Fathers to the Scholastics with special attention to the ecumenical creeds. *M.T.W. at 9:30. 3 s.h.*

PROFESSOR ROWE

[Not offered in 1929-30]

SR 2^b. Theology in Modern Christianity.—The history of Christian thought from the beginning of the Reformation to the present time. *M.T.W. at 9:30. 3 s.h.*

PROFESSOR ROWE

[Not offered in 1929-30]

SR 3^a. Soteriology.—A study of the Christian doctrine of salvation and a comparison of the various ways by which the saving power of God is thought to take effect in personal and social life. *M.T.W. at 9:30. 3 s.h.*

PROFESSOR ROWE

SR 3^b. Eschatology.—A study of "the last things" in the light of the Christian hope for the individual and for society with special emphasis upon personal immortality. *M.T.W. at 9:30. 3 s.h.*

PROFESSOR ROWE

HISTORY OF RELIGION AND MISSIONS

FOR SENIORS AND GRADUATES

SR 1^a. The Nature and Early Development of Religion.—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. *T.Th.S. at 9:30.* **3 s.h.** PROFESSOR CANNON

SR 1^b. Living Religions of the World.—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Moham-medanism, and Christianity, the object being to trace the historical development of each religion. *T.Th.S. at 9:30.* **3 s.h.** PROFESSOR CANNON

SR 10^a. Expansion of Christianity.—Apostolic missions, conquest of the Roman Empire, winning of northern Europe, the modern missionary era, status of missionary work in important areas, social aspects of missions, missionary biography. *T.Th.S. at 11.* **3 s.h.** PROFESSOR CANNON

SR 10^b. Principles of Missions.—The great missionary agencies, their foundation and growth; creation and cultivation of the missionary spirit at the home base; training and work of the pastor; principles and practice of missionary education; organization of the local congregation for its missionary tasks. *T.Th.S. at 11.* **3 s.h.** PROFESSOR CANNON

FOR GRADUATES

SR 2^a. Leading Ideas of Religion.—The idea of God and the doctrine of sin and salvation in the religions of the world. Prerequisite: History of Religion SR 1. *M.W.F. at 9:30.* **3 s.h.** PROFESSOR CANNON
[Not offered in 1929-30]

SR 2^b. Leading Ideas of Religion.—The conception of the future life and ethical ideals and practice in the religions of the world. Prerequisite: History of Religion SR 1. *M.W.F. at 9:30.* **3 s.h.** PROFESSOR CANNON

SR 3^a. Buddhism.—India at the rise of Buddhism. Life of the Buddha and the teachings of early Buddhism. Development into the Hinayana and Mahayana schools, its spread and present condition in southern and eastern Asia. Prerequisite: History of Religion SR 1. *M.W.F. at 9:30.* **3 s.h.** PROFESSOR CANNON

SR 3^b. Mohammedanism.—The life of Mohammed and the religion of Islam, special attention being given to the Koran and its teaching. The aim is to interpret Mohammedanism as a force today. Prerequisite: History of Religion SR 1. *M.W.F. at 9:30.* **3 s.h.** PROFESSOR CANNON

[Not offered in 1929-30]

SR 11^a. Christianity and World Movements.—Relation of Christianity to significant world movements, race, war, industry, world peace. *T.Th.S. at 11. 3 s.h.* PROFESSOR CANNON

[Not offered in 1929-30]

SR 11^b. Missionary Problems.—Needs of particular fields, types of work, relations of older and younger churches, nationalist movements, qualifications and training of candidates, education and other selected problems. Prerequisite: SR 10^a or SR 10^b. *T.Th.S. at 11. 3 s.h.*

PROFESSOR CANNON

[Not offered in 1929-30]

CHURCH HISTORY

FOR SENIORS AND GRADUATES

SR 2^a. Church History to the Reformation.—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. *M.W.F. at 11. 3 s.h.* PROFESSOR GARBER

SR 2^b. History of the Evangelical Movement.—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. *M.W.F. at 11. 3 s.h.* PROFESSOR GARBER

FOR GRADUATES

SR 3^a. The Denominations in America: the Colonial Period.—A study of the transfer of the various denominations to the English colonies, and their problems to the Revolutionary War. Prerequisite, Church History SR 2. *M.W.F. at 9:30. 3 s.h.* PROFESSOR GARBER

SR 3^b. The Denominations in America: the National Period.—Major emphasis is placed upon relations of church and state, steps toward Christian unity, the small sects, the Young People's Movement, Christian education, and modern theological issues. Prerequisite, Church History SR 2. *M.W.F. at 9:30. 3 s.h.* PROFESSOR GARBER

SR 4^a. Methodism.—A study of the beginnings and growth of the Methodist societies in England, of early Methodism in America, and of the development of the several branches of the Methodist church in America, and distinctive principles of Methodism. Prerequisite, Church History SR 2. *M.T.W. at 12. 3 s.h.* PROFESSOR GARBER

SR 4^b. Great Men of the Christian Church.—A study of outstanding individuals who have in different ways influenced the thought and program of the Christian Church. The life, work, and contributions of about twenty representative Christian leaders. Prerequisite, Church History SR 2. *M.T.W. at 12. 3 s.h.* PROFESSOR GARBER

SR 5. Protestantism and Catholicism in Europe since 1800.—A comprehensive study of the religious situation in Europe in modern times, emphasizing the papacy in the age of nationalism; relations of church and state; German theology of the nineteenth century; and the Oxford movement. Prerequisite, Church History SR 2. *M.T.W. at 12. 3 s.h.*

PROFESSOR GARBER

[Not offered in 1929-30]

RELIGIOUS EDUCATION

FOR SENIORS AND GRADUATES

2^a. Curriculum of Religious Education.—Study of various theories of the curriculum of religious education, conception of the curriculum as enriched and controlled experience, analysis of existing curricula and critical evaluation of same. *M.W.F. at 8:30. 3 s.h.* PROFESSOR SPENCE

3^a. Curriculum Construction.—This course deals with the processes of research, construction, and experimentation used in curriculum making. Actual curriculum construction will be undertaken. *M.W.F. at 8:30. 3 s.h.* PROFESSOR SPENCE

[Not offered in 1929-30]

3^b. Materials of Character Education.—A study of the Bible and other great religious literature for their contributions to character formation at each given stage of character development. Special emphasis on story material and modern religious poetry. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR SPENCE

[Not offered in 1929-30]

SR 10^a. Introduction to the Psychology of Religion.—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. *T.Th.S. at 8:30. 3 s.h.* PROFESSOR HICKMAN

SR 10^b. Advanced Psychology of Religion.—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, Religious Education SR 10^a or its equivalent. *T.Th.S. at 8:30. 3 s.h.* PROFESSOR HICKMAN

SR 20^a. Administration and Supervision of Religious Education.—Deals with problems of administering and supervising the religious education program of the local church. Designed especially to train ministers and other administrative leaders in religious education. Methods of correlation and integration are considered. *T.Th.S. at 12. 3 s.h.*

PROFESSOR LESOURD

SR 20^b. Religious Education in the Community.—This course considers the larger relations of religious education to public education and other community agencies, and also the need, organization, program, and types of week-day religious education and the vacation church school. *T.Th.S. at 12. 3 s.h.* PROFESSOR LESOURD

SR 21^a. Principles and Program of Character Education.—Theory and methods of character education. Study of experiments made in this field. While primary consideration is given character building in religious education, the development of character education in the public schools will also be carefully surveyed. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR LESOURD

SR 21^b. Religious Education in the Home.—Deals with special problems in connection with making the home an effective religious educational agency. Study of family relationships, worship habits, attitudes, and ideals. Coöperation of the home with other agencies in the moral and religious development of the child. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR LESOURD

SR 23^b. Surveys, Tests, and Measurements.—Study of the methods of getting the facts in religious education. Consideration of underlying principles, techniques, and available materials. Special attention to procedure in a local church. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR LESOURD

[Not offered in 1929-30]

SR 25^a. Research in Religious Education.—For advanced students and especially those majoring in religious education. Offers direction in the use of various techniques and methods for both field and library investigations. (All professors in the department are available for special counsel.) *T.Th.S. at 12. 3 s.h.*

PROFESSOR LESOURD

[Not offered in 1929-30]

SR 25^b. Philosophy of Religious Education.—For advanced students interested in problems growing out of the philosophical implications of religious education. Critical examination of various theories and principles underlying modern procedure in religious education. Prerequisite, Religious Education 1^a. *T.Th.S. at 12. 3 s.h.*

PROFESSOR LESOURD

[Not offered in 1929-30]

FOR GRADUATES

SR 11^a. The Religious Experience of the Child.—A psychological study of the developing religious experience of childhood, involving a consideration of the principles of genetic psychology. Prerequisite, one course in general psychology. *M.T.W. at 11. 3 s.h.*

PROFESSOR HICKMAN

SR 11^b. The Religious Experience of Youth.—(Continues the study begun in Religious Education SR 11^a and is along the same lines). Prerequisite, one course in general psychology. *M.T.W. at 11. 3 s.h.*

PROFESSOR HICKMAN

SR 12^b. The Psychology of Mysticism.—A brief historical review of the principal phases of mysticism in religion, followed by a psychological analysis to estimate the abiding worth of mysticism in religious experience. Prerequisite, Religious Education SR 10^a or equivalent. *M.W.F. at 11. 3 s.h.*

PROFESSOR HICKMAN

[Not offered in 1929-30]

HOMILETICS AND PRACTICAL THEOLOGY

FOR GRADUATES

SR 2^a. Psychology of Preaching.—A psychological study of the preaching motive, the relation of the preacher to his congregation, and the relation of the preacher to society in general. *T.Th.S. at 9:30. 3 s.h.*

PROFESSOR HICKMAN

[Not offered in 1929-30]

SR 2^b. History of Preaching.—An historical study of the development of Christian preaching from the apostolic period to the present time. Emphasis is laid upon the personality and the homiletical methods of great preachers, studied in their true historical perspective. *T.Th.S. at 9:30. 3 s.h.*

PROFESSOR HICKMAN

[Not offered in 1929-30]

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THE COUNTRY CHURCH

FOR SENIORS AND GRADUATES

20^a. The Church and Rural Sociology.—A study of the religious, social, educational, and economic conditions of the country; the historical development of the church in the midst of rural social relations; an attempt to discover the present social obligation of the church. *T.Th.S. at 8:30. 3 s.h.*

PROFESSOR ORMOND

20^b. Rural Church Administration.—This course will deal with the functions of the rural church; the minister's attitude toward rural life, his mission to the rural people, as well as his service in managing the organization of and supervising the church program. *T.Th.S. at 8:30. 3 s.h.*

PROFESSOR ORMOND

DEPARTMENT OF ROMANCE LANGUAGES

FOR SENIORS AND GRADUATES

8. French Realism.—Primarily devoted to the novel, this course will trace French realistic technique from its beginnings in the romantic period down to the present century. *M.W.F. at 11. 6 s.h.*

PROFESSOR JORDAN

13. Survey of French Literature.—Selections from the masterpieces of French literature from 1500 to the present day will be studied as the basis for tracing the main currents of the history of French literature. *M.W.F. at 11. 6 s.h.*

PROFESSOR JORDAN

[This course will not be given when French 8 is given.]

5. The French Language.—French phonetics, grammar, composition, dictation, diction, conversation, lectures in French. *T.Th.S. at 9:30. 6 s.h.*

PROFESSOR WEBB

10^a. Old French.—An introduction to the Old French language and literature. Brief study of Old French grammar, reading of extracts from the *Chanson de Roland*, lectures. *T.Th.S. at 11. 3 s.h.*

PROFESSOR COWPER

10^b. Old French.—Types of Old French literature. Reading of typical *Romans d'aventure*; lectures. *T.Th.S. at 11. 3 s.h.*

PROFESSOR COWPER

12. The Eighteenth Century. *L'Encyclopédie*, Voltaire, Rousseau, Saint-Pierre, Chateaubriand, Madame de Staël.—3 s.h.

PROFESSOR COWPER

[Will not be offered when Old French is given.]

THE SUMMER SCHOOL

The Duke University Summer School is divided into two terms of six weeks each. Many courses giving graduate credit are offered by members of the University Faculty and by visiting professors. A bulletin containing information regarding the graduate courses to be offered during the summer of 1929 may be obtained by addressing the Director of the Summer School, Duke University, Durham, N. C. Summer school graduate students who desire to be admitted as candidates for advanced degrees should make application to the Dean of the Graduate School and furnish official transcripts of the work done for the bachelor's degree. Such application may be made by correspondence, or in person during the first week of each summer term.

THE SCHOOL OF RELIGION

SCHOOL OF RELIGION IN DUKE UNIVERSITY

HISTORICAL STATEMENT

The present Duke University has been gradually developed from a simple beginning in a local school established in the northwestern part of Randolph County, North Carolina, in 1838. This school was enlarged in 1840 and named Union Institute. In 1841 it was incorporated as Union Institute Academy by the legislature of North Carolina. Under the leadership of President Braxton Craven, the academy grew into an institution chartered as Normal College in 1851. An amendment to the charter in November, 1852, authorized Normal College to grant degrees, and two students were graduated in 1853 with the degree of bachelor of arts.

In 1859 the charter of Normal College was amended to place the institution under the control of the Methodist Episcopal Church, South, and the name was changed to Trinity College. Dr. John Franklin Crowell became president of Trinity College in 1887. The most important achievement of his administration was the removal of the college to Durham, North Carolina, which was accomplished by September, 1892.

President Crowell resigned in 1894 and was succeeded by the Reverend John Carlisle Kilgo, D.D. During President Kilgo's administration the endowment of Trinity College was greatly increased, the Library and other important buildings were erected, and notable progress was made in increasing the variety and improving the quality of the courses of instruction. A School of Law was established in 1904 by the gift of Messrs. James B. and Benjamin N. Duke. In 1910 President Kilgo was succeeded by Dr. William Preston Few.

Trinity College has experienced a great expansion in faculty, endowment, buildings, and equipment during President Few's administration. In December, 1924, Mr. James B. Duke established a \$40,000,000 trust fund for educational and charitable purposes. Trinity College accepted the terms of the indenture of trust on December 29, 1924, and on the following day

the name of the institution was changed to Duke University. Mr. Duke's death in 1925 was followed by the announcement of munificent provisions in his will for the development of the University which bears his family name.

SCHOOL OF RELIGION

Trinity College was established by Christian men for the purpose of providing education for young men and women under distinctively Christian auspices. There has been no departure from this clearly defined aim. On the contrary there has been ever-increasing emphasis placed upon this feature of the work of the college, especially in the provision in the curriculum for a great variety of courses on the Bible and other religious subjects.

Through the gift of Mr. James B. Duke, the School of Religion and its curriculum have been separated from the work of the Department of Religion in Trinity College. Among those for whom his gift was intended Mr. Duke placed ministers first. He felt sure that his native state of North Carolina stood in need first of a better educated and more efficiently trained ministry. The organization of the School of Religion of Duke University, the first of the professional schools to start its work, is the carrying out of this intention on the part of Mr. Duke. The work of the School began with the academic year 1926-27, though the exercises formally opening the School were not held until November 9, 1926.

Duke University retains the same close relationship which Trinity College always held to the Conferences in North Carolina of the Methodist Episcopal Church, South. This legal relationship has always been broadly interpreted. Members of all other Christian denominations, as well as Methodists, will be made to feel welcome in the School of Religion and may be assured that the basis on which the work is conducted is broadly catholic and not narrowly denominational.

THE PURPOSE OF THE SCHOOL OF RELIGION

Christian work has now expanded to the extent that it covers far more than the work of a preacher or minister. The School of Religion of Duke University purposes to offer training for all types of Christian service. This will include mis-

sionaries, teachers of Bible and other religious subjects in the schools and colleges of the Church, directors of religious education, and social workers. In the future it is planned to fit the courses more completely to the needs of these workers. Still it must be kept clear that the minister in charge of a church, who is placed before the people to preach the Gospel of Christ, is the center and key to the whole problem of Christian work in the church. It is felt with strong conviction that the training of all Christian workers should be maintained on a high level. Consequently this School of Religion is organized on a strictly graduate basis. It is sincerely hoped that the standards thus set may increasingly influence the type of men and women entering Christian work and may lead them to demand the best of themselves in the prosecution of the work of Christ among men.

RELATION OF THE SCHOOL OF RELIGION TO DUKE UNIVERSITY

As one of the coördinate schools of Duke University, the School of Religion is in closest touch with the other schools, particularly with Trinity College and with the Graduate School. Correspondence is invited from those who are interested in the possibility of securing other degrees than the Bachelor of Divinity, which is granted upon recommendation of the faculty of the School of Religion. Seniors in Trinity College are admitted to certain courses in the School of Religion. Various privileges of Duke University are open to students of the School of Religion. Students in the School of Religion are expected to take part in the religious and social life of the University campus and to share in athletic interests and activities.

REQUIREMENTS FOR ADMISSION

Candidates for matriculation must be graduates of colleges of recognized standing. They will be admitted without examination on presentation of an official transcript of all college credits and such other credits as they may have secured. This applies to students coming from foreign countries as well as to students from institutions in the United States. They must satisfy the faculty as to their Christian character and purpose. To this end a letter regarding a student's character and pur-

pose from the pastor of his home church, a church official, or some faculty member in the college where he did his undergraduate work, should be presented at the time of admission. Women will be admitted on the same conditions as men.

ADMISSION TO ADVANCED STANDING

Students coming from colleges where departments of religion are maintained may be admitted to advanced courses in departments of the School of Religion in which they have done previous work as undergraduates. After one semester in residence, completing at least twelve semester-hours of work, students may make application to the faculty of the School of Religion for credit toward the Bachelor of Divinity degree for courses of senior-graduate rank taken as undergraduates.

REQUIREMENTS FOR GRADUATION

The degree of Bachelor of Divinity will be conferred by Duke University on students in the School of Religion who satisfactorily complete the prescribed course of study, which consists of ninety semester-hours of work and a thesis. The course is planned to cover three years, of two semesters each, and students are urged to plan to spend in their theological studies the full time thus designated. In no case will the degree of Bachelor of Divinity be conferred on a student until he has spent at least two full semesters in residence in the School of Religion, and has satisfactorily completed a minimum of twenty-four semester-hours of work.

A thesis is required of all candidates for the degree of Bachelor of Divinity. It shall be written upon some topic in the major field of study. The subject of the thesis must be approved by the professor in charge of the major field, and filed with the Dean of the School of Religion on or before November 1 of the academic year in which it is expected that the degree will be conferred.

The thesis shall be prepared under the supervision and guidance of the professor in charge of the major field. Three typewritten copies of the thesis must be submitted to the Dean of the School of Religion on or before May 15 of the year in which the degree is to be conferred.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF DIVINITY

GENERAL REQUIREMENTS

A candidate for the degree of Bachelor of Divinity must complete satisfactorily forty-eight semester-hours of required work. These general requirements are divided among the departments of instruction in the following manner :

Old Testament	9 semester-hours
New Testament	9 semester-hours
Christian Doctrine	6 semester-hours
Church History	6 semester-hours
Homiletics and Practical Theology	6 semester-hours
Religious Education	6 semester-hours
History of Religion and Missions	6 semester-hours
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	48 semester-hours

MAJOR ELECTIVES

Each student must select a major field in which he shall elect twelve semester-hours. This choice must be made by the end of the Middle year. A student may major in any of the departments of the School of Religion. He may also major in English Bible. To do this, he must complete in addition to the required work in the departments of Old Testament and New Testament six semester-hours in the department of Old Testament and six semester-hours in the department of New Testament, exclusive of language.

12 semester-hours

FREE ELECTIVES

Thirty semester-hours are designated as free electives. These are to be elected by the student, subject to the approval of the faculty.

30 semester-hours

90 semester-hours

REQUIRED COURSES AND ELECTIVES BY DEPARTMENTS

OLD TESTAMENT

General requirement:

SR 3. Introduction to the Old Testament	6 semester-hours
SR 4 ^a . The Hebrew Prophets	3 semester-hours

Major and free electives:

SR 1. Introductory Hebrew	6 semester-hours
SR 2. Pre-Mosaic Hebrew Religion	6 semester-hours
SR 4 ^b . The Book of Job	3 semester-hours
SR 5. The Old Testament in Hebrew	6 semester-hours
SR 6. Ancient Oriental History	6 semester-hours

NEW TESTAMENT

General requirement:

SR 2. The Beginnings of Christianity, and either	6 semester-hours
SR 3 ^a . The Life of Jesus, or	3 semester-hours
SR 3 ^b . The Teachings of Jesus	3 semester-hours

Major and free electives:

SR 1 ^a . The New Testament in Greek	3 semester-hours
SR 1 ^b . The Exegesis of Selected Books of the New Testament	3 semester-hours
SR 3 ^a . The Life of Jesus	3 semester-hours
SR 3 ^b . The Teachings of Jesus	3 semester-hours
SR 4 ^a . The Exegesis of Selected Books of the New Testament	3 semester-hours
SR 4 ^b . The Exegesis of Selected Books of the New Testament	3 semester-hours
SR 5. Hellenistic Greek	6 semester-hours
SR 10 ^a . Judaism at the Beginning of the Christian Era	3 semester-hours
SR 10 ^b . Hellenistic Religions at the Beginning of the Christian Era	3 semester-hours
20 ^a . Life of Paul	3 semester-hours

CHRISTIAN DOCTRINE

General requirement:

SR 1 ^a . Introduction to the Science of Theology	3 semester-hours
SR 1 ^b . The Content of Christian Doctrine	3 semester-hours

Major and free electives:

SR 2 ^a . Theology in Ancient and Medieval Christianity	3 semester-hours
SR 2 ^b . Theology in Modern Christianity	3 semester-hours
SR 3 ^a . Soteriology	3 semester-hours
SR 3 ^b . Eschatology	3 semester-hours
10 ^a . The Philosophy of Conduct	3 semester-hours
10 ^b . Christian Ethics	3 semester-hours
11. Idealism	6 semester-hours

CHURCH HISTORY*General requirement:*

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|---|------------------|
| SR 2 ^a . Church History to the Reformation | 3 semester-hours |
| SR 2 ^b . The History of the Evangelical Movement | 3 semester-hours |

Major and free electives:

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| SR 3 ^a . The Denominations in America:
the Colonial Period | 3 semester-hours |
| SR 3 ^b . The Denominations in America:
the National Period | 3 semester-hours |
| SR 4 ^a . Methodism | 3 semester-hours |
| SR 4 ^b . Great Men of the Christian Church | 3 semester-hours |
| SR 5. Protestantism and Catholicism in Europe
since 1800 | 3 semester-hours |

HOMILETICS AND PRACTICAL THEOLOGY*General requirement:*

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|---|------------------|
| SR 1 ^a . Homiletics, and either | 3 semester-hours |
| SR 1 ^b . Sermon Construction, or | 3 semester-hours |
| SR 2 ^a . Psychology of Preaching, or | 3 semester-hours |
| SR 2 ^b . History of Preaching, or | 3 semester-hours |
| SR 10 ^a . Pastoral Management, or | 3 semester-hours |
| SR 10 ^b . Pastoral Management | 3 semester-hours |

Major and free electives:

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|--|------------------|
| SR 1 ^b . Sermon Construction | 3 semester-hours |
| SR 2 ^a . Psychology of Preaching | 3 semester-hours |
| SR 2 ^b . History of Preaching | 3 semester-hours |
| SR 10. Pastoral Management | 6 semester-hours |
| 20 ^a . The Church and Rural Sociology | 3 semester-hours |
| 20 ^b . Rural Church Administration | 3 semester-hours |

RELIGIOUS EDUCATION*General requirement:*

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| SR 10 ^a . Introduction to the Psychology of
Religion | 3 semester-hours |
| SR 20 ^a . Administration and Supervision of
Religious Education | 3 semester-hours |

Major and free electives:

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|--|------------------|
| 2 ^a . Curriculum of Religious Education | 3 semester-hours |
| 2 ^b . Religious Drama | 3 semester-hours |
| 3 ^a . Curriculum Construction | 3 semester-hours |
| 3 ^b . Materials of Character Education | 3 semester-hours |
| SR 10 ^b . Advanced Psychology of Religion | 3 semester-hours |
| SR 11 ^a . The Religious Experience of the Child | 3 semester-hours |
| SR 11 ^b . The Religious Experience of Youth | 3 semester-hours |
| SR 12 ^b . The Psychology of Mysticism | 3 semester-hours |

SR 20 ^b . Religious Education in the Community	3 semester-hours
SR 21 ^a . Principles and Program of Character Education	3 semester-hours
SR 21 ^b . Religious Education in the Home	3 semester-hours
SR 23 ^b . Surveys, Tests, and Measurements	3 semester-hours
SR 25 ^a . Research in Religious Education	3 semester-hours
SR 25 ^b . Philosophy of Religious Education	3 semester-hours
SR 26. Seminar in Practical Problems	3 semester-hours

HISTORY OF RELIGION AND MISSIONS

General requirement:

SR 1 ^a . The Nature and Early Development of Religion, <i>or</i>	3 semester-hours
SR 1 ^b . Living Religions of the World	3 semester-hours
SR 10 ^a . Expansion of Christianity, <i>or</i>	3 semester-hours
SR 10 ^b . Principles of Missions	3 semester-hours

Major and free electives:

SR 1 ^a . The Nature and Early Development of Religion	3 semester-hours
SR 1 ^b . Living Religions of the World	3 semester-hours
SR 2 ^a . Leading Ideas of Religion (God, Sin, and Salvation)	3 semester-hours
SR 2 ^b . Leading Ideas of Religion (Future life and Ethics)	3 semester-hours
SR 3 ^a . Buddhism	3 semester-hours
SR 3 ^b . Mohammedanism	3 semester-hours
SR 10 ^a . Expansion of Christianity	3 semester-hours
SR 10 ^b . Principles of Missions	3 semester-hours
SR 11 ^a . Christianity and World Movements	3 semester-hours
SR 11 ^b . Missionary Problems	3 semester-hours

DISTRIBUTION OF COURSES BY YEARS

JUNIOR YEAR

Old Testament	6 semester-hours
New Testament	6 semester-hours
Church History	6 semester-hours

The remaining twelve semester-hours shall be chosen from courses in Greek, Hebrew, Homiletics and Practical Theology, Religious Education, History of Religion and Missions, but not more than six semester-hours shall be taken in one department.

12 semester-hours

30 semester-hours

MIDDLE YEAR

Old Testament	3 semester-hours
New Testament	3 semester-hours
Christian Doctrine	6 semester-hours

The remaining eighteen semester-hours shall be chosen from courses in Greek, Hebrew, Homiletics, and Practical Theology, Religious Education, History of Religion and Missions, major electives, free electives; but not more than twelve semester-hours shall be taken in one department.

18 semester-hours

30 semester-hours

SENIOR YEAR

In the Senior year the student must fulfill all general requirements not completed in the Junior and Middle years. The remainder of the work is elective.

30 semester-hours

COURSES OF INSTRUCTION*

OLD TESTAMENT

SR 1. Introductory Hebrew.—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. *M.W.F. at 8:30. 6 s.h.* PROFESSOR GODBEY

SR 2. Pre-Mosaic Hebrew Religion.—Its historical portrayal in the Old Testament. Prolegomena to the study of Old Testament history and literature. No knowledge of Hebrew required. *M.W.F. at 12. 6 s.h.* PROFESSOR GODBEY

SR 3. Introduction to the Old Testament.—The course will include, first, the sources of Hebrew history and the chief stages in the political, social, and religious development of the Hebrew and Jewish nations, and second, the origin, literary form, and contents of the books of the Old Testament. *M.W.F. at 8:30. 6 s.h.* PROFESSOR RUSSELL

SR 4^a. The Hebrew Prophets.—The nature and methods of Semitic and early Hebrew prophecy, the prophetic inspiration, the historical background and personal history of the prophets, their books and teaching. Prerequisite, Old Testament SR 3. *M.T.W. at 11. 3 s.h.* PROFESSOR RUSSELL

SR 4^b. The Book of Job.—The course will include first an introductory study of the wisdom literature of the Old Testament and the Apocrypha, and second, the history, literary form, and teaching of the book of Job. *Th.F.S. at 11. 3 s.h.* PROFESSOR RUSSELL

SR 5. The Old Testament in Hebrew.—Parts of the pentateuch are read during the first semester. Selections from the Prophets are the basis for the study in the second semester. *T.Th.S. at 12. 6 s.h.* PROFESSOR GODBEY

SR 6. Ancient Oriental History.—The aim of this course is to show the relations of Minoan, Philistine, Ancient Egyptian, and Assyro-Babylonian history and literature to the Old Testament and to the early history of the Hebrews. *M.T.W. at 8:30. 6 s.h.* PROFESSOR GODBEY

* Courses designated SR are offered by members of the faculty of the School of Religion. Courses not thus designated are offered by members of the other faculties of Duke University and may be taken for credit in the School of Religion.

Unless otherwise specified, courses here listed are given in both semesters and courses having numbers with exponents *a* or *b* are first and second semester courses respectively.

The amount of credit for each course is given in semester-hours following the statement of hours of meeting.

NEW TESTAMENT

SR 1^a. The New Testament in Greek.—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. *T.Th.S. at 9:30. 3 s.h.* PROFESSOR BRANSCOMB

SR 1^b. The Exegesis of Selected Books of the New Testament.—The books studied will be Galatians, Colossians, and Hebrews. The course will be based on the Greek text. *T.Th.S. at 9:30. 3 s.h.* PROFESSOR RUSSELL

SR 2. The Beginnings of Christianity.—A survey course dealing with the background, the beginnings, and the early history of Christianity. Special attention is given to the creation of the literature of the New Testament. *M.W.F. at 9:30. 6 s.h.* PROFESSOR BRANSCOMB

SR 3^a. The Life of Jesus.—As a preliminary to this course a careful study of the sources of our knowledge of the life of Jesus will be made. Prerequisite, New Testament SR 2. *Th.F.S. at 11. 3 s.h.* PROFESSOR RUSSELL

SR 3^b. The Teachings of Jesus.—Prerequisite, New Testament SR 2. *M.T.W. at 11. 3 s.h.* PROFESSOR BRANSCOMB

SR 4^a. The Exegesis of Selected Books of the New Testament.—The books studied will be I Corinthians, II Timothy, I Peter, and selections from the Apocalypse of John. The study will be based on the Greek text. Prerequisite, New Testament SR 1^a, or its equivalent. *Th.F.S. at 11. 3 s.h.* PROFESSOR BRANSCOMB

SR 4^b. The Exegesis of Selected Books of the New Testament.—The books studied will be Romans, James, and the First Epistle of John. The study will be based on the English text. Prerequisite, New Testament SR 2, or its equivalent. *Th.F.S. at 11. 3 s.h.* PROFESSOR BRANSCOMB

SR 5. Hellenistic Greek.—A course for students who wish to begin the study of the language of the New Testament. Selections from the New Testament will be read in the second semester. *M.W.F. at 12. 6 s.h.* Provided the student takes New Testament SR 1 the following year, 6 s.h. PROFESSOR BRANSCOMB

SR 10^a. Judaism at the Beginning of the Christian Era.—A study of Judaism from the time of Ben Sirach to the writing of the Mishna. Prerequisite, New Testament SR 2, or its equivalent. *Th.F.S. at 11. 3 s.h.* PROFESSOR BRANSCOMB

[Not offered in 1929-30.]

SR 10^b. Hellenistic Religions at the Beginning of the Christian Era.—Prerequisite, New Testament SR 2. *Th.F.S. at 11. 3 s.h.* PROFESSOR RUSSELL

[Not offered in 1929-30.]

20^a. Life of Paul.—A study of Paul's life on the basis of the Acts and the epistles. Consideration is given to Paul as a man, the factors entering into his character, and his permanent contribution to the world. **3 s.h.**

PROFESSOR MYERS

[Not offered in 1929-30.]

CHRISTIAN DOCTRINE

SR 1^a. Introduction to the Science of Theology.—A consideration of theology as a branch of science and an indication of some of the results obtained through the use of the scientific method in theological investigation. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR ROWE

SR 1^b. The Content of Christian Doctrine.—A comprehensive survey of the leading doctrines of Christianity in the light of the religious thought and experience of the present age. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR ROWE

SR 2^a. Theology in Ancient and Medieval Christianity.—The history of Christian thought from the Greek Fathers to the Scholastics with special attention to the ecumenical creeds. *M.T.W. at 9:30. 3 s.h.*

PROFESSOR ROWE

[Not offered in 1929-30.]

SR 2^b. Theology in Modern Christianity.—The history of Christian thought from the beginning of the Reformation to the present time. *M.T.W. at 9:30. 3 s.h.*

PROFESSOR ROWE

[Not offered in 1929-30.]

SR 3^a. Soteriology.—A study of the Christian doctrine of salvation and a comparison of the various ways by which the saving power of God is thought to take effect in personal and social life. *M.T.W. at 9:30. 3 s.h.*

PROFESSOR ROWE

SR 3^b. Eschatology.—A study of "the last things" in the light of the Christian hope for the individual and for society with special emphasis upon personal immortality. *M.T.W. at 9:30. 3 s.h.*

PROFESSOR ROWE

10^a. The Philosophy of Conduct.—See Philosophy 3, p. 53 of the catalogue of the Graduate School of Arts and Sciences. *T.Th.S. at 12. 3 s.h.*

PROFESSOR CRANFORD

10^b. Christian Ethics.—See Philosophy 4, p. 53 of the catalogue of the Graduate School of Arts and Sciences. *T.Th.S. at 12. 3 s.h.*

PROFESSOR CRANFORD

11. Idealism.—See Philosophy 5, p. 53 of the catalogue of the Graduate School of Arts and Sciences. *M.W.F. at 11. 6 s.h.*

PROFESSOR CRANFORD

CHURCH HISTORY

SR 2^a. Church History to the Reformation.—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. *M.W.F. at 11. 3 s.h.* PROFESSOR GARBER

SR 2^b. History of the Evangelical Movement.—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. *M.W.F. at 11. 3 s.h.* PROFESSOR GARBER

SR 3^a. The Denominations in America: the Colonial Period.—A study of the transfer of the various denominations to the English colonies, and their problems to the Revolutionary War. Prerequisite, Church History SR 2. *M.W.F. at 9:30. 3 s.h.* PROFESSOR GARBER

SR 3^b. The Denominations in America: the National Period.—Major emphasis is placed upon relations of church and state, steps toward Christian unity, the small sects, the Young People's Movement, Christian education, and modern theological issues. Prerequisite, Church History SR 2. *M.W.F. at 9:30. 3 s.h.* PROFESSOR GARBER

SR 4^a. Methodism.—A study of the beginnings and growth of the Methodist societies in England, of early Methodism in America, and of the development of the several branches of the Methodist Church in America. Prerequisite, Church History SR 2. *M.T.W. at 12. 3 s.h.* PROFESSOR GARBER

SR 4^b. Great Men of the Christian Church.—A study of outstanding individuals who have in different ways influenced the thought and program of the Christian Church. The life, work, and contributions of about twenty representative Christian leaders. Prerequisite, Church History SR 2. *M.T.W. at 12. 3 s.h.* PROFESSOR GARBER

SR 5. Protestantism and Catholicism in Europe since 1800.—A comprehensive study of the religious situation in Europe in modern times, emphasizing the papacy in the age of nationalism, relations of church and state, German theology of the nineteenth century, and the Oxford movement. Prerequisite, Church History SR 2. *First semester, M.T.W. at 12. 3 s.h.* PROFESSOR GARBER

[Not offered in 1929-30.]

HOMILETICS AND PRACTICAL THEOLOGY

SR 1^a. Homiletics.—An introduction to the theory and practice of preaching. Practical problems in preaching are investigated, to determine the causes of success and failure. Opportunity for practice preaching will be afforded. *T.Th.S. at 9:30. 3 s.h.* PROFESSOR HICKMAN

SR 1^b. Sermon Construction.—A study of problems in sermon construction and points of psychological contact between the preacher and his congregation. The class work will involve a critical analysis of selected sermons, with written reports. *T.Th.S. at 9:30. 3 s.h.*

PROFESSOR HICKMAN

SR 2^a. Psychology of Preaching.—A psychological study of the preaching motive, the relation of the preacher to his congregation, and the relation of the preacher to society in general. *T.Th.S. at 9:30. 3 s.h.*

PROFESSOR HICKMAN

[Not offered in 1929-30.]

SR 2^b. History of Preaching.—An historical study of the development of Christian preaching from the apostolic period to the present time. Emphasis is laid upon the personality and the homiletical methods of great preachers, studied in their true historical perspective. *T.Th.S. at 9:30. 3 s.h.*

PROFESSOR HICKMAN

[Not offered in 1929-30.]

SR 10. Pastoral Administration.—A survey of the duties, relationships, and opportunities of the pastorate, and of the organization and management of a parish; the conduct of public worship; methods of dealing with problems; projects in local churches. *M.W.F. at 12. 6 s.h.*

PROFESSOR STANBURY

20^a. The Church and Rural Sociology.—A study of the religious, social, educational, and economic conditions of the country; the historical development of the church in the midst of rural social relations; an attempt to discover the present obligation of the church. *T.Th.S. at 8:30. 3 s.h.*

PROFESSOR ORMOND

20^b. Rural Church Administration.—This course will deal with the functions of the rural church; the minister's attitude toward rural life, his mission to the rural people, as well as his service in managing the organization of and supervising the church program. *T.Th.S. at 8:30. 3 s.h.*

PROFESSOR ORMOND

RELIGIOUS EDUCATION

2^a. Curriculum of Religious Education.—Study of various theories of the curriculum of religious education; conception of the curriculum as enriched and controlled experience. Analysis of existing curricula and critical evaluation of same. *M.W.F. at 8:30. 3 s.h.* PROFESSOR SPENCE

2^b. Religious Drama.—Study and analysis of the best religious drama available. Project work in the writing and production of religious drama and pageants. *M.W.F. at 8:30. 3 s.h.* PROFESSOR SPENCE

3^a. Curriculum Construction.—This course deals with the processes of research, construction, and experimentation used in curriculum making. Actual curriculum construction will be undertaken. *M.W.F. at 8:30. 3 s.h.* PROFESSOR SPENCE

[Not offered in 1929-30.]

3^b. Materials of Character Education.—A study of the Bible and other great religious literature for their contributions to character formation at each given stage of character development. Special emphasis on story material and modern religious poetry. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR SPENCE

[Not offered in 1929-30.]

SR 10^a. Introduction to the Psychology of Religion.—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. *T.Th.S. at 8:30. 3 s.h.*

PROFESSOR HICKMAN

SR 10^b. Advanced Psychology of Religion.—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, Religious Education SR 10^a or its equivalent. *T.Th.S. at 8:30. 3 s.h.*

PROFESSOR HICKMAN

SR 11^a. The Religious Experience of the Child.—A psychological study of the developing religious experience of childhood, involving a consideration of the principles of genetic psychology. Prerequisite, one course in general psychology. *M.T.W. at 11. 3 s.h.*

PROFESSOR HICKMAN

SR 11^b. The Religious Experience of Youth.—(Continues the study begun in Religious Education SR 11^a and is along the same lines). Prerequisite, one course in general psychology. *M.T.W. at 11. 3 s.h.*

PROFESSOR HICKMAN

SR 12^b. The Psychology of Mysticism.—A brief historical review of the principal phases of mysticism in religion, followed by a psychological analysis to estimate the abiding worth of mysticism in religious experience. Prerequisite, Religious Education SR 10^a or equivalent. *M.W.F. at 11. 3 s.h.*

PROFESSOR HICKMAN

[Not offered in 1929-30.]

SR 20^a. Administration and Supervision of Religious Education.—Deals with problems of administering and supervising the religious education program of the local church. Designed especially to train ministers and other administrative leaders in religious education. Methods of correlation and integration are considered. *T.Th.S. at 12. 3 s.h.*

PROFESSOR LESOURD

SR 20^b. Religious Education in the Community.—This course considers the larger relations of religious education to public education and other community agencies, and also the need, organization, program, and types of week-day religious education and the vacation church school. *T.Th.S. at 12. 3 s.h.*

PROFESSOR LESOURD

SR 21^a. Principles and Program of Character Education.—Theory and methods of character education. Study of experiments made in this field. While primary consideration is given character building in religious education, the development of character education in the public schools will also be carefully surveyed. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR LESOURD

SR 21^b. Religious Education in the Home.—Deals with special problems in connection with making the home an effective religious educational agency. Study of family relationships, worship habits, attitudes, and ideals. Coöperation of the home with other agencies in the moral and religious development of the child. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR LESOURD

SR 23^b. Surveys, Tests, and Measurements.—Study of the methods of getting the facts in religious education. Consideration of underlying principles, techniques, and available materials. Special attention to procedure in a local church. *M.W.F. at 8:30. 3 s.h.* PROFESSOR LESOURD
[Not offered in 1929-30.]

SR 25^a. Research in Religious Education.—For advanced students and especially those majoring in religious education. Offers direction in the use of various techniques and methods for both field and library investigations. (All professors in the department are available for special counsel.) *T.Th.S. at 12. 3 s.h.* PROFESSOR LESOURD
[Not offered in 1929-30.]

SR 25^b. Philosophy of Religious Education.—For advanced students interested in problems growing out of the philosophical implications of religious education. Critical examination of various theories and principles underlying modern procedure in religious education. Prerequisite, Religious Education 20^a. *T.Th.S. at 12. 3 s.h.* PROFESSOR LESOURD
[Not offered in 1929-30.]

SR 26. Seminar in Practical Problems.—A course of guidance in meeting actual problems in the field of religious education. Open only to advanced students with the consent of the professor. (All members of the department will be available for special counsel.) *T. at 2. 2 s.h. the first semester, 1 s.h. the second semester.* PROFESSOR LESOURD

HISTORY OF RELIGION AND MISSIONS

SR 1^a. The Nature and Early Development of Religion.—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. *T.Th.S. at 9:30. 3 s.h.* PROFESSOR CANNON

SR 1^b. Living Religions of the World.—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. *T.Th.S. at 9:30. 3 s.h.*

PROFESSOR CANNON

SR 2^a. Leading Ideas of Religion.—The idea of God and the doctrine of sin and salvation in the religions of the world. Prerequisite, History of Religion SR 1. *M.W.F. at 9:30. 3 s.h.* PROFESSOR CANNON
[Not offered in 1929-30.]

SR 2^b. Leading Ideas of Religion.—The conception of the future life and ethical ideals and practice in the religions of the world. Prerequisite, History of Religion SR 1. *M.W.F. at 9:30. 3 s.h.* PROFESSOR CANNON

SR 3^a. Buddhism.—India at the rise of Buddhism. Life of the Buddha and the teachings of early Buddhism. Development into the Hinayana and Mahayana schools, its spread and present condition in southern and eastern Asia. Prerequisite, History of Religion SR 1. *M.W.F. at 9:30. 3 s.h.* PROFESSOR CANNON

SR 3^b. Mohammedanism.—The life of Mohammed and the religion of Islam, special attention being given to the Koran and its teaching. The aim is to interpret Mohammedanism as a force today. Prerequisite, History of Religion SR 1. *M.W.F. at 9:30. 3 s.h.* PROFESSOR CANNON
[Not offered in 1929-30.]

SR 10^a. Expansion of Christianity.—Apostolic missions, conquest of the Roman Empire, winning of northern Europe, the modern missionary era, status of missionary work in important areas, social aspects of missions, missionary biography. *T.Th.S. at 11. 3 s.h.* PROFESSOR CANNON

SR 10^b. Principles of Missions.—The great missionary agencies, their foundation and growth; creation and cultivation of the missionary spirit at the home base; training and work of the pastor; principles and practice of missionary education; organization of the local congregation for its missionary tasks. *T.Th.S. at 11. 3 s.h.* PROFESSOR CANNON

SR 11^a. Christianity and World Movements.—Relation of Christianity to significant world movements,—race, war, industry, world peace. *T.Th.S. at 11. 3 s.h.* PROFESSOR CANNON
[Not offered in 1929-30.]

SR 11^b. Missionary Problems.—Needs of particular fields, types of work, relations of older and younger churches, nationalist movements, qualification and training of candidates, education and other selected problems. Prerequisite, SR 10^a or SR 10^b. *T.Th.S. at 11. 3 s.h.* PROFESSOR CANNON

[Not offered in 1929-30.]

THE SCHOOL OF LAW

THE SCHOOL OF LAW

FACULTY AND INSTRUCTORS

WILLIAM PRESTON FEW

President

A.B., Wofford; A.M., Ph.D., Harvard; LL.D., Wofford,
Southwestern, and Allegheny.

WALTER SAMUEL LOCKHART

Professor of Law

A.B., Duke; LL.B., Duke University Law School; Harvard
Law School, 1911-12.

WILLIAM THOMPSON TOWE

Assistant Professor of Law

A.B., Duke; Duke University Law School, 1922-24.

MARSHALL TURNER SPEARS

Assistant Professor of Law

A.B., A.M., University of North Carolina.

WILLIAM BRYAN BOLICH

Professor of Law

A.B., Duke; Duke University Law School, 1920-21; B.A., M.A., B.C.L.,
Oxford University.

THADDEUS DILLIARD BRYSON

Professor of Law

Emory and Henry; University of North Carolina; University of North Carolina
Law School, 1894-95.

MARIANNA LONG, A.B., B.A. in L.S.

Law Librarian

THE SCHOOL OF LAW

FOUNDATION

The School of Law was founded by Messrs. James B. Duke and Benjamin N. Duke in the summer of 1904. It aims to prepare students for the profession of the law in the several states; to awaken in young students of law faith in and an admiration for the profession; to develop in them a lively sense of honor and justice, and to fit them in moral character for the delicate duties which belong to this ancient and noble profession.

CALENDAR

The academic year 1929-30 will begin on Wednesday, September 18, 1929, and will end on June 4, 1930. There will be a recess from December 19, 1929, to January 2, 1930. The lectures will begin on the opening day of the year, Wednesday, September 18, 1929.

ADMISSION OF STUDENTS

No student is admitted to the study of law who has not completed, with class standing satisfactory to the Faculty, work equivalent to one-half of that acceptable for a bachelor's degree in the undergraduate department of Duke University, or of some other college or university of approved standing.

ADVANCED STANDING

Any person who, after becoming entitled to enter this law school as a regular student, has been in resident attendance for at least one academic year of not less than thirty weeks at another law school whose course of instruction is approved by the Faculty of this law school will be admitted to the second-year class as a candidate for a degree upon presenting evidence of his satisfactory completion of the studies required in this law school for the first year, or upon passing acceptable examinations in these studies at the discretion of the Faculty of the School of Law.

COURSES OF INSTRUCTION

Students in the School of Law are required to take at least twelve hours a week during the three-year course of study. The courses are so arranged that one desiring to take a special course in any subject may do so in as brief a period as is practicable.

DEGREE

The successful completion of three years' residence study of law is required for the degree of Bachelor of Laws.

FEES AND EXPENSES

Tuition and registration fees are due at the beginning of each semester. The tuition fee is \$50.00 a semester. Registration and incidental fees are \$25.00 a semester. A damage fee of one dollar for the year is collected at the beginning of the first semester and a medical fee of one dollar per year at the beginning of the second semester. The graduation fee is \$10.00. All fees are payable to the treasurer of the University.

Board can be secured at \$23.80 per month at the Union. Furnished rooms may be secured in the dormitories of the University at \$60.00 and \$100.00 per year. These prices include light, heat, water, and janitor's service.

PRIVILEGES

Students are entitled to the use of the gymnasium, tennis courts, swimming pool, and similar privileges of the University without additional costs or fees.

OUTLINE OF WORK

The full course of law occupies three academic years of 32 weeks each. The program of study comprises the following subjects:

FIRST YEAR'S WORK

1. Contracts.—Three hours a week each semester. Williston's *Cases on Contracts* (2d ed.) PROFESSOR BOLICH

2. Torts.—Three hours a week each semester. Bohlen's *Cases on Torts* (2d ed.). ASSISTANT PROFESSOR TOWE

3. Property I.—Two hours a week each semester.First semester, Bigelow's *Cases on Personal Property*.

PROFESSOR BOLICH

Second semester, Jones's *Selections from Blackstone*. PROFESSOR BRYSON**4. Criminal Law.**—Two hours a week each semester. Beale's *Cases on Criminal Law* (3d ed.).

ASSISTANT PROFESSOR TOWE

5. Procedure I.—Two hours a week each semester.First semester, Cook and Hinton's *Common Law Pleading*.

PROFESSOR BRYSON

Second semester, Mikell's *Cases on Criminal Law*. PROFESSOR BOLICH

SECOND YEAR'S WORK

1. Equity.—Two hours a week each semester. Cook's *Cases on Equity Jurisprudence*.

ASSISTANT PROFESSOR SPEARS

2. Evidence.—Two hours a week each semester. Wigmore's *Cases on the Law of Evidence* (3d ed.).

PROFESSOR LOCKHART

3. Negotiable Instruments.—Two hours a week each semester. Smith and Moore's *Cases on Bills and Notes* (2d ed.).

PROFESSOR BOLICH

4. Property II.—Two hours a week each semester. Aigler's *Cases on Property*.

PROFESSOR BRYSON

5. Sales.—Two hours a week each semester. Woodward's *Cases on Sales*.

ASSISTANT PROFESSOR SPEARS

6. Procedure II.—Two hours a week each semester. Hinton's *Cases on Code Pleading*.

PROFESSOR BRYSON

THIRD YEAR'S WORK

1. Corporations.—Two hours a week each semester. Warren's *Cases on Corporations* (2d ed.).

ASSISTANT PROFESSOR TOWE

2. Constitutional Law.—Two hours a week each semester. Case book to be selected.

PROFESSOR ———

3. Trusts.—Two hours a week each semester. Ame's *Cases on Trusts*.

ASSISTANT PROFESSOR SPEARS

4. Property III.—Two hours a week each semester. Powell's *Cases on Future Interests*.

PROFESSOR BRYSON

5. Suretyship and Mortgages.—Two hours a week each semester. Ame's *Cases on Suretyship*; Park's *Cases on Mortgages*.

PROFESSOR BOLICH

6. Procedure III.—Code of Civil Procedure, Federal Procedure, Pleadings and Briefing. Three hours a week each semester.

PROFESSOR BRYSON

ELECTIVES

1. **Public Utilities.**—Smith and Dowling's *Cases on Public Utilities*.
Two hours a week each semester. PROFESSOR _____

2. **Partnership.**—Two hours a week first semester. Book to be selected.
PROFESSOR TOWE

3. **Insurance.**—Two hours a week second semester. Book to be selected.
PROFESSOR _____

4. **Bankruptcy.**—Two hours a week second semester. Book to be
selected. PROFESSOR _____

5. **Conflict of Laws.**—Two hours a week each semester. Book to be
selected. PROFESSOR _____

6. **Agency.**—Two hours a week for one semester. Book to be selected.
PROFESSOR _____

7. **Domestic Relations.**—Two hours a week each semester. McCurdy's
Cases on Domestic Relations. ASSISTANT PROFESSOR SPEARS

The subjects as outlined for the first year are all required.
Electives are available to second and third year students with
the approval of the Faculty of the Law School.

LIBRARY

In addition to the extensive resources of the general library, the Law Library consists of approximately 10,000 volumes. It includes the complete American Reporter System with digests; full sets of the United States Supreme Court reports with digests; Rose's *Notes*; Michie's *Encyclopedia of United States Supreme Court Reports*; U. S. Code Annotated; the reports of decisions of the courts of last resort of North Carolina, New York, Massachusetts, Michigan, Ohio, Wisconsin, New Jersey, Indiana, Illinois, Tennessee, Kentucky, Florida, Alabama, Pennsylvania, California, Kansas, South Carolina, Georgia, Virginia, Mississippi, Louisiana, Iowa, Texas, and Missouri; the English reports from 1375 to date with English statutes, and Mews' *English Case Law Digest*; individual digests of the reports of the more important states and sets of their statutes. There are also leading law periodicals and the latest and best editions of the text-books by the best authors on all the general subjects of the law, together with the *American and*

English Encyclopedia of Law (2d ed.), *Cyclopedia of Law and Procedure*, *Corpus Juris*, the *Lawyer's Reports*, Annotated, original and new series, and the *American Reports* and *American Decisions*, with digests and the revised notes to both; *Ruling Case Law*, American and English annotated cases, *English Ruling Cases*, *British Ruling Cases*, *American State Reports*, and full sets of the *Public Laws of North Carolina* and of the *Acts of Congress of the United States*. These furnish the students the opportunity and advantage of making a practical investigation of any question of law that may arise and of becoming familiar with the leading authorities in law. These books are housed in a wing of the general library wherein adequate provisions for study are maintained. The students are encouraged in every way to use the library in connection with the subjects taught in the general work of the class-room. The Law Library is being rapidly expanded.

Every student receives practical instruction in the use of the Law Library. During term time the Library is open on week-days from 8:30 a.m. to 10:30 p.m. except on Saturdays when the closing time is 5 p.m. During vacations the hours are from 8:30 a.m. to 4:30 p.m.

METHOD OF INSTRUCTION

The case-book method is employed as the basis of instruction.

MORDECAI LAW SOCIETY

This organization of the law students was established in 1927 in memory of the late Dean Samuel Fox Mordecai.

All students of the Law School are participating members of this society, which, with the advice and coöperation of the faculty, seeks to foster legal attainment. Its program at meetings includes the holding of moot courts, the reading of papers on topics of the law, the discussion of recent cases of importance, and addresses by prominent lawyers.

THE SUMMER SCHOOL

THE SUMMER SCHOOL

OFFICERS OF ADMINISTRATION

WILLIAM PRESTON FEW, A.B., A.M., Ph.D., LL.D.

President of Duke University

ROBERT LEE FLOWERS, A.M., LL.D.

*Vice-President of Duke University and Member of the Faculty
Committee on the Summer School*

WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D.

*Vice-President of Duke University and Member of the Faculty
Committee on the Summer School*

HOLLAND HOLTON, A.B., J.D.

*Director of the Summer School and Chairman of the Faculty
Committee on the Summer School*

WILLIAM KENNETH BOYD, A.B., A.M., Ph.D.

Member of the Faculty Committee on the Summer School

ALICE MARY BALDWIN, A.B., A.M., Ph.D.

Dean of Women

WILLIAM HENRY GLASSON, Ph.B., Ph.D.

Dean of the Graduate School of Arts and Sciences

ARTHUR MARCUS PROCTOR, A.B., A.M.

Associate Director of the Summer School

MARY GRACE WILSON, A.B.

Social Director and Acting Dean of Women

STAFF OF INSTRUCTION, 1 2 -29

ROBERT NORTH WILSON, A.B., M.S. Duke University	Chemistry
WILLIAM HOLLAND HALL, A.B., A.M., B.C.E., M.S.C.E. Duke University	Engineering
HOLLAND HOLTON, A.B., J.D. Duke University	Education
BERT CUNNINGHAM, B.S., M.S., Ph.D. Duke University	Biology
CHARLES CLEVELAND HATLEY, A.B., A.M. Duke University	Physics
JAMES CANNON, III, A.B., A.M., Th.B., Th.M. Duke University	Biblical Literature
KARL BACHMAN PATTERSON, A.B., A.M. Duke University	Mathematics
WILLIAM JOSEPH HENRY COTTON, A.B., A.M., Ph.D. Duke University	Economics
ALLAN H. GILBERT, B.A., A.M., Ph.D. Duke University	English
CHARLES ALBERT KRUMMEL, Ph.B., Ph.M., Ph.D. Duke University	German
ARTHUR MARCUS PROCTOR, A.B., A.M. Duke University	Education
FREDERICK ELIPHAZ WILSON, A.B., A.M. Duke University	German
PAUL NEFF GARBER, A.B., A.M., Ph.D. Duke University	Church History
RUSKIN RAYMOND ROSBOROUGH, A.M., Ph.D. Duke University	Latin
JOHN WINDER CARR, Jr., A.B., A.M., Ph.D. Duke University	Education
GYFFORD DAVIDSON COLLINS, A.B., A.M. Duke University	Physics
KADER RANDOLPH CURTIS, A.B. Superintendent Wilson County and City Schools	Education
LUTHER MASON DIMMITT, B.A., Th.M., M.A. Teachers College, Columbia University	Education

WILLIAM WHITFIELD ELLIOT, B.A., M.A., Ph.D. Duke University	Mathematics
WILLIAM DANIEL ELLIS, A.B., A.M. Principal of Richmond Normal School, Richmond, Va.	Education
JAMES EDWARD GILLESPIE, A.B., A.M., Ph.D. Pennsylvania State College	History
EVELYN JONES HAWKES, A.B., A.M., Ph.D. New Jersey College for Women	Education
JAY BROADUS HUBBELL, A.B., A.M., Ph.D. Duke University	English
JOHN THOMAS LISTER, A.B., Ph.B., A.M., Ph.D. College of Wooster	Spanish
ALPHEUS THOMAS MASON, A.B., A.M., Ph.D. Princeton University	Government
CLIFFORD MARVIN MONTGOMERY, B.A., M.A. University of Texas	Spanish
JAMES G. RANDALL, A.B., A.M., Ph.D. University of Illinois	History
WILLIAM WALTER RANKIN, B.E., M.A. Duke University	Mathematics
ALBERT SCHINZ, A.B., A.M., Ph.D. Smith College	French
C. WILSON SMITH, LL.B., A.B., M.Ed., D.Ed. Psycho-Educational Clinic, Harvard	Education
IRVIN STEWART, B.A., LL.B., M.A., Ph.D. University of Texas	Government
ANCEL ROY MONROE STOWE, Ph.B., A.M., Ph.D. Randolph-Macon Woman's College	Eucation
DENNIS CLAYTON TROTH, B.Ed., A.M., Ph.D. University of Illinois	Education
MORGAN UPTON, S.B., A.M., Ph.D. Yale University	Psychology
CLARENCE SHAW WARREN, A.B. Superintendent Lenoir City Schools	Education
TOM ALFRED WILLIAMS, M.B., C.M.	Psychology
KARL EDWARD ZENER, Ph.B., A.M., Ph.D. Princeton University	Psychology
AUGUSTA MICHAELS ALSTON, A.B. Durham City Schools	Drawing
WILLIAM MAXWELL BLACKBURN, A.B., B.A. Duke University	English

THERESA DANSDILL, A.B., A.M.	Health Education
Director of Child Health Education, North Carolina Tuberculosis Association	
KELLY LEE ELMORE, A.B.	Chemistry
Graduate Student, Columbia	
WILLIAM ANDREW ELLISON, Jr., A.B., A.M.	Biology
Duke University	
MILDRED ENGLISH, B.S., M.A.	Education
Assistant Superintendent, Raleigh City Schools	
BELLE CURRIN GHOLSON, A.B., A.M.	Education
Durham City Schools	
ELIZABETH GRAY, A.B.	Education
Durham City Schools	
BARTOW GRIFFISS, A.B., Ph.D.	Economics
Carnegie Institute of Technology	
LEMUEL ROY JOHNSTON, A.B., A.M.	Education
Principal, High Point High School	
ARCHIBALD CURRIE JORDAN, A.B., A.M.	English
Duke University	
BRADY RIMBEY JORDAN, Litt.B., Ph.D.	French
Duke University	
PATTE JORDAN, A.B.	Education
High Point City Schools	
MARY LATHAM KNIGHT, A.B.	Writing and Physical Education
Buncombe County Schools	
JOHN TATE LANNING, A.B., M.A., Ph.D.	History
Duke University	
RALPH WALDON McDONALD, A.B., A.M.	Education
Salem College	
MATILDA OSBORNE MICHAELS, A.B., A.M.	Education
Supervisor, Durham County Schools	
ALLISON LEE ORMOND, Jr., A.B.	Biology
Student, Jefferson Medical College	
JESSE LEE PETERSON, A.B., A.M.	English
University of Florida	
CHARLES McKINLEY RAMSEY, A.B., M.A.	Economics
Graduate Student, Haryard University	
ESTELLE RAWL, A.B.	Education
Supervisor, Charlotte City Schools	
CULVER HAYGOOD SMITH, A.B., A.M.	History
Carnegie Institute of Technology	

JANE CAROLINE SULLIVAN, A.B., A.M. High School Supervisor, Buncombe County	Education
CHARLES EUGENE WARD, A.B. Duke University	English
MRS. GILMORE WARD BRYANT Southern Conservatory of Music	Music
RUSSELL HORTON CAUDILL, A.B. Duke University	Swimming

THE SUMMER SCHOOL

Trinity College, which in 1925 expanded into Duke University, conducted its first summer school in 1919. The growth of the school has not only been rapid but steady since that time. The Summer School work is divided into two terms.

The Junaluska Summer School, Inc., Lake Junaluska, North Carolina, is an independent school affiliated with Duke University. For further announcements concerning this school, see pages 224-231 of this catalogue.

The Junaluska School of Religion, affiliated with the School of Religion of Duke University offers work during one summer term at Lake Junaluska. For particulars concerning this school, address Paul N. Garber, Registrar of the School of Religion, Duke University, Durham, N. C.

CALENDAR

The Summer School will open June 11. The first term of the school will close July 20. The second term will begin July 22 and will close August 29. Recitations will be held five days in the week, all Mondays except June 24, July 8, July 22, August 5, and August 19 being holidays. July 4 will be observed as Independence Day.

REGISTRATION

Saturday, June 8, is registration day for Durham County and City teachers and for all other students in Durham on that day. Monday, June 10, is registration day for out-of-town students. All such students should be present at 2 P.M. to submit their credentials for admission, to select their courses, and to make arrangements concerning board and lodging. Students arriving

after 5 P.M., Monday, will register Tuesday, June 11, 8:30 A.M., or 2 P.M. Regular classes will meet at 8:15 Tuesday morning, and recitation work will begin at once according to schedule.*

For the second term, Saturday, July 20, is registration day, and classes will begin Monday, July 22, according to schedule.

ADMISSION

Applicants for admission must have completed a high school course. As evidence of this, a teacher's certificate of grade as high as North Carolina elementary will be accepted from teachers with two or more years of experience. Certificates and other credentials must be submitted to the Committee on the Summer School at the time of registration. Students who wish to enroll for graduate credit should submit their credits from other institutions to the Director of the Summer School before registration, preferably by mail.

SCOPE AND PLAN

The courses are designed to meet the needs of teachers who desire professional training and further academic instruction, of college students who desire to hasten the completion of their college work, and of graduate students desiring to continue their work toward a higher degree.

Professional courses are offered for the following grades of teachers:

1. Teachers in elementary schools: the "North Carolina 'Uniform Curricula' for Elementary Teachers."
2. Teachers of primary and grammar grades.
3. Teachers of high school subjects.
4. Teachers who desire credit for the A.B., A.M., and M.Ed. degrees in Duke University.
5. Superintendents, supervisors, and principals of schools.

For college students, as well as for teachers, instruction, graduate and undergraduate, is offered as designated on pages 213 to 223, in the following subjects: education, Biblical liter-

* N.B.—Students who register late are marked absent for all classes held prior to their registration. Late registration very seriously affects credits that may be obtained.

ature, biology, chemistry, engineering, English, economics and government, French, German, history, history of religion, Latin, mathematics, physics, psychology, and Spanish.

CREDITS

The professional credits offered are accepted by the State of North Carolina in accordance with the rules issued by the State Department of Education.

College credits are offered as follows: A course of five hours a week for six weeks counts for two semester-hours of credit, a course of seven hours and a half a week for six weeks counts for three semester-hours of credit, and a course of ten hours a week for six weeks counts for four semester-hours of credit in Duke University. No student is given credit for more than six semester-hours of work or allowed to take more than fifteen hours of work a week without the consent of the Director and of the instructor in whose department the student expects to do his major work. Graduate students are not under any circumstances allowed credit for more than six semester-hours in a summer school of six weeks.

The nature of the credit allowed for each course is designated by the following letters: P, professional; C, collegiate A.B. degree; G, graduate A.M., or M.Ed. degree. Courses marked C* are intended only for students who have had two or more years of standard college training. Courses marked both C* and G are open only to students who have had three or more years of standard college training except by special permission of the Commission on Graduate Instruction.

SUMMER SCHOOL GRADUATE COURSES

Graduate students may not receive more than six semester hours of credit for work taken in one summer session of six weeks. The degree of Master of Arts or Master of Education can be earned in four such summer sessions, provided a satisfactory thesis is written during an academic year under faculty supervision. In the case of the degree of Master of Arts students are required to come to the University at least once a week for consultation with the professor in charge; and in the case of the degree of Master of Education, they are required to come at least once a month. Otherwise attendance at five summer sessions is necessary to complete the required work for either the degree of Master of Arts or Master of Education. All the work for either degree must be completed within a period of six years.

CREDIT FOR GRADUATE WORK DONE AT OTHER INSTITUTIONS

Graduates of Trinity College may be credited toward the degree of Master of Arts or Master of Education with not more than twelve semester-hours of graduate work taken in approved institutions elsewhere. Graduates of other approved colleges and universities who are candidates for the degree of Master of Arts or Master of Education in Duke University may be credited with six semester-hours of satisfactory graduate work taken elsewhere.

DEMONSTRATION SCHOOL

A demonstration school for primary and grammar-grade teachers is conducted in both terms for observation and demonstration work. The term begins Monday, June 17, and closes Saturday, July 27. High School teachers will have opportunity to do observation work supplementary to the courses in secondary methods.

ROOMS AND BOARD

Board and room for a term of six weeks may be secured in the University dormitories at the rate of \$45.50 per occupant with two in a room, or \$55.00 if room alone is engaged. The new dormitories, Numbers 4 and 5, will be reserved for women students, and Dormitories 2 and 3 for men students. The north section of Aycock Hall will be reserved for married students, but no children can be admitted to the dormitories. Students desiring to bring children should write the Director for a list of private rooming places where suitable accommodations might be obtained. Occupants of University rooms furnish their own bedclothes, pillows, and towels. All other essentials are supplied by the University.

All occupants of Dormitories 4 and 5 board in the Union, and occupants of Dormitories 2 and 3 and of Aycock Hall are advised to board there, on account of the opportunity to meet at meal-time with their fellow-students, and because of the fact that the greater number of students guarantees better board for all, board being furnished absolutely at cost. The service will be cafeteria plate-service. Students in Aycock and Dormitories 2 and 3 who desire to board elsewhere will pay room-rent at the rate of \$12.50 with two in a room or \$22.00 for room alone. Students rooming off the campus who desire board in the University Union obtain it for \$37.50 for the term.

FEES

Teachers are not required to pay tuition fees. All other students are charged a tuition fee of \$3.00 for each college credit hour. All students, teachers included, pay a registration fee of \$15.00 per term. Students in the sciences pay the laboratory fees required in regular term work. Students who enroll for more than the normal schedule of work are charged an excess registration fee of \$5.00. A recreation fee of \$2.00 per term is charged all students, which entitles them to admission to all recreational programs, including plays, lectures, etc.

EXPENSES

Major expenses may be estimated as follows for each term:

Registration	\$15.00
Room rent and board	45.50
Recreation	2.00
<hr/>	
Total major expenses to teachers	\$62.50

To this total should be added the tuition fee of \$9.00 or \$12.00 charged students other than teachers in the public schools, about \$7.00 for books, and probably \$3.00 for miscellaneous expenditures.

COURSES FOR STUDENTS ENTERING COLLEGE

Increasing numbers of students, particularly those who contemplate entering a medical school, desire to complete the college course in three years. To meet the needs of these students, the Summer School offers a number of courses in freshman college work, enabling 1929 graduates of high school to begin their college course in the summer instead of waiting until September.

RESERVATION IN ADVANCE

The Summer School is of limited enrollment. All students should enroll promptly, for all applications, both for classes in which the applicant desires to enroll and for rooms, will be filed in the order in which they are received. Each application for a reservation should be accompanied by a check for \$5.00

in part payment of the registration fee. This check reserves a room also if the student states a desire to room in one of the University buildings. Make all checks payable to the Summer School of Duke University.

APPOINTMENT BUREAU

A teachers' appointment bureau is maintained for the benefit of teachers desiring a change of position. There is no charge for this service.

COURSES OF INSTRUCTION*

EDUCATION

COURSES PRIMARILY FOR SUPERINTENDENTS, PRINCIPALS, AND SUPERVISORS

(Superintendents, principals, and supervisors will find specialized courses grouped under courses designated "Primarily for High School Teachers" and "Primarily for Grammar-Grade and Primary Teachers." It is recommended that some work be elected from one of these special groups. Special attention is called to the courses described immediately below as **Major Course for County Superintendents and Principals, Major Course for City Superintendents and Principals, Major Course for Elementary Supervisors and Principals of Elementary Schools, Major Course for High School Teachers.**)

M 20. Major Course for County School Superintendents and Principals.—For the first term of summer school this course includes S 33 below and allied work selected by the student, with the approval of the instructor in charge of course S 33. For the second term S 23 is the nucleus of organization instead of course S 33. *Credit, six semester-hours (either term)*—†P, C*, G. MR. PROCTOR AND OTHERS

M 21. Major Course for City School Superintendents and Principals.—This course includes course S 13^a or S 13^e and allied work selected by the student, with the approval of the instructor in charge of S 13^a. *Credit, six semester-hours (either term)*—P, C*, G. MR. HOLTON AND OTHERS

M 22. Major Course for Elementary Supervisors and Principals of Elementary Schools.—This course includes S 7^a below and allied courses selected by the student, with the approval of the instructor. *Credit, six semester-hours (either term)*—P, C*, G. MR. CARR, MR. ELLIS, AND OTHERS

* A course of five hours a week for six weeks counts for two semester-hours of credit in Duke University.

Courses are arranged alphabetically by departments, except that courses in Education are listed first for the convenience of the large number of teachers who enroll primarily for professional credits in that department. Sub-divisions indicate special classes of teachers for whom each group of courses was primarily planned. The number attached to a course, except in case of courses not given the preceding regular term, or courses designated by the North Carolina State Department, are the same numbers used in describing courses in the regular term, with the letter "S" preceding; for example, Education S 6a, S 6b, and S 6c would correspond to Education 6 of the regular term, "a," "b," and "c" being sub-divisions of the complete course. The letters beyond "c" indicate work in the same field as the main course, but different from the course listed in the preceding University catalogue.

† Professional credit; C, credit toward the A.B. degree; C*, credit toward the A.B. degree for students having completed two or more years of college work; G, credit toward the degrees of Master of Arts and Master of Education.

N.B.—The State Department of Education grants professional credit for various courses in accordance with its own carefully defined rules. Every student should inquire carefully at or before registration as to what professional credit is allowed for each course.

M 23. Major Course for High School Teachers.—This course includes S 10^b below and allied work selected by the student, with the approval of the instructor. *Credit, six semester-hours (either term)—P, C*, G.*

MR. TROTH AND OTHERS

S 4^a. History of Education in the United States.—*Credit, 3 semester-hours—P, C*.*

MR. C. W. SMITH

S 4^c. The Education of Women.—*P, C*, G.*

MRS. HAWKES

S 8^c. Mental Measurement and Achievement Testing.—A survey course, not open for credit to students who have had either S 8^a or S 8^b or for students who had course S 18^b in 1927. *Credit, 3 semester-hours—P, C*, G.*

MR. C. W. SMITH

S 9. Statistical Methods in Education.—*Credit, 3 semester-hours—P, C*, G.*

MR. C. W. SMITH

S 11. Introduction to a Philosophy of Democratic Education.—*Credit, 3 semester-hours—P, C*, G.*

MR. STOWE

S 13^a. The Legal Aspects of Public School Administration.—*Credit, 3 semester-hours—P, C*, G.*

MR. HOLTON

S 13^c. City School Administration and Supervision.—*Credit, 3 semester-hours—P, C*, G.*

MR. ELLIS

S 15^a. Sociological Foundations of the Secondary School Subjects.—*Credit, 3 semester-hours—P, C*, G.*

MR. CHILDS

S 15^c. Rural Sociology.—*Credit, 3 semester-hours—P, C*, G.*

MR. CHILDS

S 20. Methods of Educational Research.—*P, G.*

MR. PROCTOR AND OTHER MEMBERS OF THE DEPARTMENT

S 23. Public School Finance.—*P, C*, G.*

MR. PROCTOR

S 30. Educational Problems.—A course similar to S 20 and inclusive of that course. Thesis students in residence the first term are required to report for criticism as stated in S 20 preceding. *Credit, 3 semester-hours—P, G.*

MR. C. W. SMITH AND OTHER MEMBERS

OF THE DEPARTMENT

S 32. Supervision of Elementary School Subjects.—This course is not open for credit to students who have had credit for S 13^e. *Credit, 3 semester-hours—P, C*, G.*

MR. CARR (first term)

MR. ELLIS (second term)

S 33. Administrative Pupils Accounting.—*P, G.*

MR. PROCTOR

COURSES PRIMARILY FOR HIGH SCHOOL TEACHERS

(High school teachers are advised not to restrict their selection of courses to those listed below, but to consider also those listed as "Pri-

marily for Superintendents, Principals, and Supervisors" that have a bearing upon the secondary school. They are urged to take also at least one subject-matter course in some subject they teach or in related material. The courses in biology, chemistry, economics, English, French, government, history, Latin, mathematics, physics, and religious education are offered primarily for high school teachers unless statement is specifically made to the contrary elsewhere in this bulletin.)

S 6f. Problems of Secondary Education: Adolescence, Management, etc.—
P, C.* MR. JOHNSON

S 6g. Problems of Secondary Education: Extra-Curricular Activities, Use of Library, Vocational Guidance.—*P, C*.* MR. JOHNSTON

S 10^a. The Psychology of the Secondary School Subjects.—*Credit, 3 semester-hours—P, C*, G.* MR. TROTH
 (Class enrollment limited to 25.)

S 10^b. General Methods for Secondary Schools.—No student is permitted to enroll in this course who has taken course S 6^a or course S 6^b, and every student enrolling must present at least twelve semester-hours of work in education and psychology as a prerequisite. *Credit, 3 semester-hours—P, C*, G.* MR. TROTH

S 10^c. Problems in High School and Junior College Teaching.—*Credit, 3 semester-hours—P, C*, G.* MR. STOWE

S 14^a. Psychology of Adolescence.—*P, C*.* MR. ZENER

S 16. High School Administration and Supervision.—*Credit, 3 semester-hours—P, C*, G.* MR. TROTH

S 16^a. High School Administration and Supervision.—MR. PROCTOR

S 18^a. Analysis of Study and Study Habits, in the High School Subjects.—*Credit, 3 semester-hours—P, C*.* MR. CURTIS

COURSES PRIMARILY FOR GRAMMAR-GRADE AND PRIMARY TEACHERS

(These courses are for teachers with two or more years of standard college training. Teachers with less training are advised to take the courses listed under title "North Carolina 'Uniform Curricula' for Elementary Teachers." Primary and grammar-grade teachers who meet prerequisites are advised to consider some work from the courses listed "Primarily for Superintendents, Principals, and Supervisors," and to consider also such subject-matter or cultural courses as Bible S 1^a, S 1^b, S 1^c; Economics S 1^a, S 2^a, S 3^a, S 8^c; English S C 2^a, S C 2^b, S L 2, S 4^b; History S 1^a, S 9^a, S 3^b, S 10^a; and Psychology S 1^a, S 13.)

S 2A^a. Primary Methods in Reading and Language.—*P, C*.*

MISS SULLIVAN

S2B^a. Grammar-Grade Methods in Language, Composition, and Reading.—
P, C.* MRS. HAWKES

S2^b. Practical Course in Methods.—*Credit, 2 semester-hours—P, C*.*
MR. McDONALD, MRS. GHOLSON,
MISS GRAY, AND MISS JORDAN

S2A. Comprehensive Course in Primary Methods.—*Credit, 6 semester-hours (second term)—P, C*.*
MR. HOLTON AND MISS GRAY

S2^c. The American Elementary School.—*Credit, 3 semester-hours—P, C*.*
MR. CURTIS

S2A^c. Methods in Health Education: Primary Section.—*P, C.*
MISS DANSDILL

S2B^c. Methods in Health Education: Grammar Grade Section.—*P, C.*
MISS DANSDILL

S2^f. The Teaching of Geography.—*P, C*.* MR. McDONALD

S3^a. School Organization and Administration for the Classroom Teacher.—
P, C.* MR. WARREN

S7^a. The Technique of Teaching.—*Credit, 3 semester-hours—P, C*, G.*
MR. CARR (first term)
MR. ELLIS (second term)

S12A. Curriculum and Materials of the Primary Grades.—*P, C*.*
MISS ENGLISH

S12B. Curriculum and Materials of the Grammar Grades.—*P, C*.*
MISS ENGLISH

Courses S12A and S12B are based upon the noteworthy development of large-unit teaching under Miss English's supervision in the Raleigh Township Schools.

S34. Problems in Experimental Education.—*P, C*.* MR. ELLIS

NORTH CAROLINA "UNIFORM CURRICULA" FOR ELEMENTARY TEACHERS

The North Carolina State Department of Education requires high school graduates and others who have less than two years of standard college training to complete a special course of work before receiving the standard primary or grammar grade certificates. This work is divided into nine summer school units of six weeks each. The units are described below.

SUMMER SCHOOL UNIT NO. 3

(Required of teachers who have completed Units 1 and 2.)
Education 35P. Primary Methods in Language.—*P, C.*

MISS MICHAELS

History 31G. The European Background of American History.—Identical with History S 1^a.—*P, C.*

MR. LANNING (*first term*)

MR. C. H. SMITH (*second term*)

English 33X. English Composition.—Identical with English SC 2^a.—*P, C.*

MR. A. C. JORDAN (*first term*)

MR. PETERSON (*second term*)

Geography 31X. Principles of Geography.—Identical with Economics S 15^a.—*P, C.*

MR. COTTON (*first term*)

MR. RAMSEY (*second term*)

Drawing 31X. Fundamentals of Drawing.—*Professional credit only, half course.*

MRS. ALSTON (*first term*)

SUMMER SCHOOL UNIT NO. 4

(Required of teachers who have completed Units 1, 2, and 3. But see statement under Biology 41X.)

Biology 41X. General Biology.—

MR. CUNNINGHAM AND MR. ELLISON

Psychology 41X. Child Study.—*P, C.*

MR. UPTON (*first term*)

MR. ZENER (*second term*)

History 41X. American History.—Identical with History S 9^a.—*P, C.*

MR. LANNING (*first term*)

MR. C. H. SMITH (*second term*)

Physical Education 42P. Physical Education for Primary Grades.—*P, C.*

MISS DANSDILL (*first term*)

MISS KNIGHT (*second term*)

Physical Education 42G. Physical Education for Grammar Grades.—*Professional credit only, half course.*

MISS DANSDILL (*first term*)

MISS KNIGHT (*second term*)

IRREGULAR UNIT IN BOTANY

(This unit may be taken at any time after the completion of Units 1, 2, and 3 but should be taken immediately after Unit 4 or Unit 5.)

Biology 41X (General Biology), 62X (Plants), 72X (Animals).—*Credit, 8 semester-hours, constituting a complete unit (either term).*

MR. CUNNINGHAM AND MR. ELLISON

SUMMER SCHOOL UNIT NO. 5

Physiology 51X. Personal and School Hygiene.—*P, C.* MISS DANSDILL

History 52X. American History (Continued).—*P, C.*

MR. LANNING (*first term*)

MR. C. H. SMITH (*second term*)

Education 55G. Teaching of Grammar-Grade Arithmetic.—*P, C.*

MR. JOHNSTON (*first term*)
MR. McDONALD (*second term*)

Education 56P. Primary Numbers and Projects.—*P, C.*

MISS SULLIVAN (*first term*)
MISS RAWL (*second term*)

Music 51X. Elements of Music.—*Professional credit only, half course.*

SUMMER SCHOOL UNITS 6-9—SELECTED COURSES

(Recommended for teachers holding the Elementary A certificate.)

Education 67P. Primary Curriculum.—*P, C.*

MR. WARREN

Education 66G. A Study of the Grammar Grade Curriculum.—*P, C.*

MR. WARREN (*first term*)
MR. McDONALD (*second term*)

Geography 62P. Primary Geography and Nature Study.—*P, C.*

MISS SULLIVAN

Geography 72G. The Teaching of Geography.—*P, C.*

MISS MICHAELS (*first term*)
MISS RAWL (*second term*)

Drawing 72P. Drawing for Primary Grades.—*Professional credit only, half course.*

MRS. ALSTON (*first term*)

Drawing 72G. Drawing for Grammar Grades.—*Professional credit only, half course.*

MRS. ALSTON (*first term*)

Education 73P. History Material for Primary Grades.—*P, C.*

MISS RAWL

English 74P. Children's Literature.—

MISS MICHAELS

English 74G. American Literature.—Identical with English S 4^o. *Credit, 3 semester-hours*—*P, C.*

MR. HUBBELL

Psychology 82X. Educational Psychology.—*P, C.*

MR. UPTON (*first term*)
MR. ZENER (*second term*)

Geography 83X. Types of Industry.—Identical with Economics S 15^b.—*P, C.*

MR. COTTON

English 85G. English Literature for Grammar Grades.—*P, C.*

MR. GILBERT

Sociology 91X. Social Problems.—*P, C*.*

MR. McDONALD

History 94X. Citizenship.—Identical with Government S 2^a. *Credit, 3 semester-hours*—*P, C.*

MR. MASON (*first term*)
MR. STEWART (*second term*)

English 96G. English Literature.—This course is included in English
 S L1. *Credit, 3 semester-hours—P, C.* MR. JORDAN (*first term*)
 MR. WARD (*second term*)

Education 98G. Grammar Grade Methods in Geography and History.—*P, C.*
 MRS. HAWKES

BIBLICAL LITERATURE

S 1^a. **Old Testament History.**—*P, C.* MR. CANNON

S 1^b. **Old Testament Literature.**—*P, C.* MR. CANNON

S 1^c. **The New Testament.**—*P, C.* MR. CANNON

BIOLOGY

S 21. **General Biology.**—*P, C.*

MR. CUNNINGHAM AND MR. ORMOND (*first term*)
 MR. CUNNINGHAM AND MR. ELLISON (*second term*)

Zoölogy S 9. **General Embryology.**—*P, C*, G.*

MR. CUNNINGHAM AND MR. ELLISON

Zoölogy S 19. **Research.**—*P, G.*

MR. CUNNINGHAM

CHEMISTRY

S 1. **General Inorganic Chemistry.**—*Credit, 8 semester-hours—P, C.*

MR. R. N. WILSON AND MR. ELMORE

S 41. **Blood Analysis.**—Students who have had sufficient training in physiology and organic chemistry may take laboratory work in chemical blood analysis including the chemical blood tests ordinarily made in clinical laboratories. *Credit, 2 to 4 semester-hours, according to the amount of work done (second term)—P, C*, G.*

MR. R. N. WILSON AND MR. ELMORE

ECONOMICS AND GOVERNMENT

S 1^a. **Principles of Economics.**—*Credit, 3 semester-hours—P, C.*

MR. GRIFFISS

S 2^a. **Elementary Survey of American Government and Politics.**—*Credit, 3 semester-hours—P, C.*

MR. MASON (*first term*)
 MR. STEWART (*second term*)

S 3^a. **Money and Banking.**—*Credit, 3 semester-hours—P, C*, G.*

MR. GRIFFISS

S 6^a. **Economics of Railway Transportation.**—*P, C*, G.*

MR. COTTON

S 8^a. **The Constitution of the United States: Theory and Interpretation.**—*Credit, 3 semester-hours—P, C*, G.*

MR. MASON

S 8°. Foreign Relations of the United States.—*Credit, 3 semester-hours—P, C*, G.* MR. STEWART

S 15°. Human Geography.—*P, C.* MR. COTTON (*first term*)
MR. RAMSEY (*second term*)

S 15°. Types of Industry and Industrial Organization.—*P, C.* MR. COTTON

ENGINEERING

C.E. S10. Plane Surveying.—*Credit, 3 semester-hours—C.* MR. HALL

ENGLISH

SC1°. English Composition.—Identical with English 11X of the "Uniform Curricula." When taken in combination with SC 1° below, it gives full credit for English C 1 of the regular college year.—*P, C.*

MR. WARD

SC1°. English Composition.—Identical with English 22X of the "Uniform Curricula."—*P, C.* MR. WARD

S L1. English Poetry.—*Credit, 3 semester-hours—P, C.*

MR. A. C. JORDAN (*first term*)

MR. WARD (*second term*)

SC2°. English Composition.—Open only to those who have credit for SC 1° and SC 1°.—*P, C.*

MR. A. C. JORDAN (*first term*)

MR. PETERSON (*second term*)

SC2°. English Composition.—When completed in combination with SC 2°, this course gives full credit for English C 2 of the regular college year.

MR. A. C. JORDAN (*first term*)

MR. PETERSON (*second term*)

SL2°. Prose Literature.—With SL2° below this course constitutes the regular sophomore course in English literature and will not count toward a degree until SL2° has been completed. SL2° and SL2° do not meet the requirements for sophomore English unless a student has credit for sophomore composition or has so creditable a record on freshman composition as to be excused by the English Department from Composition 2. *Credit, 3 semester-hours—P, C.*

MR. BLACKBURN

SL2°. Prose Literature (Continued).—Students may enter SL2° without having had SL2°, but may not count it toward a degree until SL2° has been completed. *Credit, 3 semester-hours—P, C.*

MR. PETERSON

S 4°. The South in American Literature.—*Credit, 3 semester-hours—P, C*, G.* MR. HUBBELL

S 6°. Chaucer.—*Credit, 3 semester-hours—P, C*, G.* MR. GILBERT

S 8°. Middle English.—*Credit, 3 semester-hours—P, C*, G.* MR. GILBERT

S 10^c. Prose Writers of the Sixteenth and Seventeenth Centuries.—*Credit, 3 semester-hours—P, C*, G.* MR. GILBERT

S 16^b. Teaching of English Literature in the Elementary School.—*Credit, 3 semester-hours—P, C*.* MR. GILBERT

S 25^a. Tennyson and Browning.—*Credit, 3 semester-hours—P, C*.* MR. BLACKBURN

FRENCH

S 2^a. Second-Year French.—*Credit, 3 semester-hours—P, C.* MR. B. R. JORDAN

S 2^b. Second-Year French.—*Credit, 3 semester-hours—P, C.* MR. B. R. JORDAN

S 6^c. Eighteenth Century French Literature.—*Credit, 3 semester-hours—P, C*, G.* MR. SCHINZ

S 16. Rousseau.—*Credit, 3 semester-hours—P, C*, G.* MR. SCHINZ

GERMAN

S 1^a. Elementary German.—*Credit, 3 semester-hours—P, C.* MR. F. E. WILSON

S 1^b. Elementary German.—*Credit, 3 semester-hours—P, C.* MR. F. E. WILSON

S 2^a. Second-Year German.—*Credit, 3 semester-hours—P, C.* MR. KRUMMEL

S 2^b. Second-Year German.—*Credit, 3 semester-hours—P, C.* MR. KRUMMEL

HISTORY

S 1^a. European Background of American History.—*P, C.* MR. LANNING (*first term*)
MR. C. H. SMITH (*second term*)

S 9^a. American History to 1828.— MR. LANNING (*first term*)
MR. C. H. SMITH (*second term*)

S 9^b. American History, 1828-1865.—*P, C.* MR. LANNING (*first term*)
MR. C. H. SMITH (*second term*)

S 3^b. Problems of War and Reconstruction, 1860-1876.—*P, C*, G.* MR. RANDALL

S 10^a. American Political and Constitutional History, 1783-1825.—*Credit, 4 semester-hours—P, C*, G.* MR. RANDALL

S 50. The Expansion of Modern Europe to 1763.—*Credit, 3 semester-hours—P, C*, G.* MR. GILLESPIE

S 51. The French Revolution and Napoleon.—*Credit, 3 semester-hours—P, C*, G.* MR. GILLESPIE

LATIN

S 27. *Tacitus: Histories III-V.*—*Credit, 3 semester-hours—P, C*, G.*

MR. ROSBOROUGH

S 21. *Sight Reading and Composition.*—*Credit, 3 semester-hours—P, C*, G.*

MR. ROSBOROUGH

MATHEMATICS

S 2^a. *Plane and Spherical Trigonometry.*—*Credit, 3 semester-hours—P, C.*

MR. PATTERSON

S 2^a is part of the mathematics requirements for the A.B. degree. Students with a superior grasp of high school algebra may enter S 2^a and later complete S 1^a, College Algebra, the other required course in mathematics.

S 2^b. *Analytic Geometry.*—*Credit, 3 semester-hours—P, C*.*

MR. RANKIN

S 3^a. *Differential Calculus.*—*Credit, 3 semester-hours—P, C*.*

MR. PATTERSON

S 3^b. *Integral Calculus.*—*Credit, 3 semester-hours—P, C*.*

MR. ELLIOTT

S 6. *Differential Equations.*—*Credit, 3 semester-hours—P, C*, G.*

MR. ELLIOTT

S 10. *Vector Analysis.*—Prerequisite, course S 3^a, ^b. *Credit, 3 semester-hours—P, G.*

MR. ELLIOTT

S 12. *History of Mathematics.*—*Credit, 3 semester-hours—P, C*, G.*

MR. RANKIN

Course S 12 is recommended for all students preparing to teach mathematics in high schools. College courses in plane and spherical trigonometry, analytical geometry, and differential calculus are prerequisite.)

PHYSICS

S 1. *Preliminary Physics.*—*Credit, 8 semester-hours—P, C.*

MR. HATLEY AND MR. COLLINS

S 213-4. *X-rays and Electron Theory.*—

MR. HATLEY

PSYCHOLOGY

S 14^a. *Child Psychology.*—*P, C.*

MR. UPTON (*first term*)

MR. ZENER (*second term*)

S 14^b. *Psychology of Adolescence.*—*P, C*.*

MR. ZENER

S 14^c. *General Psychology for Teachers.*—*P, C.*

MR. UPTON (*first term*)

MR. ZENER (*second term*)

S 1^a. Introduction to General Psychology: General Principles.—*P, C**.

MR. UPTON

S 16A. Mental Hygiene and Psychopathology.—*Credit, 3 semester-hours—P, C*, G.*

MR. WILLIAMS

S 16B. Mental Hygiene.—*P, C**.

MR. WILLIAMS

RELIGION

SR4^b. Great Men of the Christian Church.—*Credit, 3 semester-hours—P, C*, G.*

MR. GARBER

SR5. Methodism.—*Credit, 3 semester-hours—P, C*, G.*

MR. GARBER

SPANISH

S 1^a. Elementary Spanish.—*Credit, 3 semester-hours—P, C.*

MR. LISTER

S 1^b. Elementary Spanish.—*Credit, 3 semester-hours—P, C.*

MR. LISTER

S 2^a. Second-Year Spanish.—*Credit, 3 semester-hours—P, C.*

MR. MONTGOMERY

S 2^b. Second-Year Spanish.—*Credit, 3 semester-hours—P, C.*

MR. MONTGOMERY

JUNALUSKA SUMMER SCHOOL, INC., 1928

(AFFILIATED WITH DUKE UNIVERSITY)

INSTRUCTORS

BENJAMIN GUY CHILDS, A.B., A.M., Director Duke University	Sociology
DEAN MOXLEY ARNOLD, B. S., A.M. Duke University	Mathematics
HUGO LEANDER BLOMQUIST, B.S., Ph.D. Duke University	Biology and Hygiene
WILLIAM IVEY CRANFORD, A.B., Ph.D. Duke University	Psychology
MARY S. DAY, Ph.B., M.A., Ph.D. Salem College	Elementary Education
ROBERT TAYLOE DUNSTAN, A.B., A.M. Greensboro College for Women	Spanish
ISABEL FERGUSON, A.B., A.M. Kentucky State Teachers College	Education
OSCAR ALEXANDER HAMILTON, A.B., A.M. Superintendent New Hanover County and Wilmington City Schools	Education
QUINTON HOLTON, A.B. Head of Department of History, Durham High School	History
ALLISON W. HONEYCUTT, A.B., A.M. Superintendent Hendersonville City Schools	Education
EDNA MORGENTHALER, A.B., A.M. Elementary Supervisor, High Point City Schools	Primary Education
HIRAM EARL MYERS, A.B., S.T.B., S.T.M. Duke University	Biblical Literature
WILLIAM CHARLES McCALL, A.B., A.M. University of South Carolina	Education
LEWIS PATTON, A.B. Duke University	English
JESSE LEE PETERSON, A.B., A.M. University of Florida	English
ROBERT LEMUEL WIGGINS, A.B., M.A., Ph.D. Randolph-Macon College	English
HAROLD MARTIN HEFLEY, A.B., A.M. Fellow in Biology, Duke University	Assistant in Biology

MARTHA MILLER HOLLER, A.B.	Physical Education
Director Physical Education, Charlotte City Schools	
ISABEL MARTIN, A.B.	Drawing and Writing
Cullowhee State Normal School	
ROSA WARREN MYERS	Public School Music

CALENDAR

The Junaluska Summer School, Inc., will open June 10 and will close July 18. Recitations will be held five days in the week, all Mondays except July 1 being holidays. Thursday, July 4, will be observed as Independence Day.

REGISTRATION

Monday, June 10, is registration day for all students. This day, between the hours of 9 A.M. and 5 P.M., will be allowed for students to matriculate, select courses, and make arrangements concerning board and lodging. Regular classes will meet at 8:15 Tuesday morning and recitation work will begin at once. Students are advised against late entrance since this very seriously affects school work as well as credits that may be obtained.

ADMISSION

All applicants for admission must have completed a high school course. However, in lieu of this, a teacher's certificate of grade as high as North Carolina State elementary will be accepted from teachers with two or more years of experience. Certificates of high school graduation and other credentials should be submitted to the Director at the time of registration.

COURSES OFFERED

Professional courses are offered for teachers in elementary schools, teachers of primary grades and of grammar grades, and teachers of high school subjects.

For qualified college students, including high school graduates who may wish to begin their college course in the summer instead of waiting until September, instruction will be offered in economics, education, English, Biblical literature, biology, history, Spanish, psychology, sociology, and mathematics. Credit

is allowed towards the A.B. degree at Duke University for these courses, and credit towards the A.M. degree is allowed for the course in field botany. Professional credit towards the raising or renewal of a North Carolina teacher's certificate will be allowed for the successful completion of courses in drawing, physical education, public school music, and writing.

ROOM AND BOARD

The hotels and lodging places on the Southern Assembly Grounds at Lake Junaluska have guaranteed summer school students board and room at the special rate of \$10.00 per week, with bed linen furnished. Room and board will be provided at the same rate in the Mission Building, the Summer School headquarters, for a limited number of early applicants. Further information relative to board and room may be obtained by addressing H. J. Sloan, Business Manager, Waynesville, North Carolina, or R. E. Nollner, The Southern Assembly, Lake Junaluska.

FEES AND EXPENSES

Tuition charge for students other than teachers is \$10.00. Teachers are exempt from tuition. The registration fee, paid by every student, is \$20.00. Expenses may therefore be estimated as follows:

Registration	\$20.00
Room and Board	60.00
	<hr/>
	\$80.00

To this should be added about \$5.00 for books and probably \$5.00 for miscellaneous expenses, besides the tuition charge for students other than teachers. A laboratory fee of \$2.50 will be charged students taking courses in biology.

RESERVATION IN ADVANCE

Students should enroll as promptly as possible. Application for reservation may be made by sending the enclosed application blank properly filled in to B. G. Childs, Director, Duke University, Durham, N. C. A part payment of \$5.00 on the registration fee should be enclosed with the application; checks should be made to H. J. Sloan, Business Manager.

COURSES OF INSTRUCTION*

EDUCATION

S 1 ^a . Introduction to Teaching.—	MR. HONEYCUTT
S 2 ^c . The American Elementary School.—	MR. HAMILTON
S 5 ^a . S 5 ^a . Introduction to Educational Sociology.—Identical with Sociology	MR. CHILDS
S 6 ^e . High School Administration and Supervision.—	MR. McCALL
S 8 ^b . Educational Tests and Measurements.—	MR. CHILDS
S 10 ^a . The Psychology of the Secondary School Subjects.—	MR. McCALL
S 10 ^b . General Methods for Secondary Schools.—	MR. McCALL
S 14 ^a . Psychology of Adolescence.—	MR. CRANFORD

NORTH CAROLINA "UNIFORM CURRICULA" FOR ELEMENTARY TEACHERS

SUMMER SCHOOL UNIT NO. 1

(Required in full of high school graduates without teaching experience who expect to obtain the Elementary B certificate.)

Education 11X. Introduction to Teaching.—	MR. HAMILTON
Education 12X. Elementary School Practice.—	MR. HONEYCUTT
English 11X. English Composition.—Identical with English S C 1 ^a .	MR. PETERSON
Physical Education 11X. Plays and Games.— <i>Professional credit only.</i>	MISS HOLLER

SUMMER SCHOOL UNIT NO. 2

(Required in full of high school graduates who expect to obtain the Elementary B certificate. Such graduates must obtain both Units 1 and 2 before they are eligible for an elementary teacher's certificate.)

Education 23P. Primary Methods (Reading).—	MISS MORGENTHALER
Education 23G. Methods in Language, Composition and Reading.—	MISS DAY

* All courses carry two semester-hours of college credit unless otherwise indicated.

English 22X. English Composition.—Identical with SC 1^b.—

MR. PETERSON

Education 24X. Introductory School Management.—

MR. HONEYCUTT

Writing 21X.—*Professional credit only, half course.*

MISS MARTIN

SUMMER SCHOOL UNIT NO. 3

(Required of teachers who have completed Units 1 and 2.)

Education 35P. Primary Methods in Language.—

MISS MORGENTHALER

History 31G. The European Background of American History.—Identical with History S1^a.

MR. HOLTON

English 33X. English Composition.—Identical with English SC 2^a.

MR. WIGGINS

Geography 31X. Principles of Geography.—

MISS FERGUSON

Drawing 31X. Fundamentals of Drawing.—*Professional credit only, half course.*

MISS MARTIN

SUMMER SCHOOL UNIT NO. 4

(Required of teachers who have completed Units 1, 2, and 3. But see statement under Biology 41X.)

Biology 41X. General Biology.—

MR. BLOMQUIST AND MR. HEFLEY

Psychology 41X. Child Study.—

MR. CRANFORD

History 41X. American History.—

MR. HOLTON

Physical Education 42P. Physical Education for Primary Grades.—

MISS HOLLER

Physical Education 42G. Physical Education for Grammar Grades.—

MISS HOLLER

IRREGULAR UNIT IN BIOLOGY

(This unit may be taken at any time after the completion of Units 1, 2, and 3 but should be taken immediately after Unit 4 or Unit 5.)

Biology 41X (General Biology), 62X (Plants), 73 X (Animals).—*Credit, 8 semester-hours, constituting a complete unit.*

MR. BLOMQUIST AND MR. HEFLEY

SUMMER SCHOOL UNIT NO. 5

Physiology 51X. Personal and School Hygiene.

MR. BLOMQUIST

History 52X. American History (Continued).—

MR. HOLTON

Music 51X. Elements of Music.—*Professional credit only, half course.*
MRS. MYERS

Education 55G. Teaching of Grammar-Grade Arithmetic.— MISS DAY

Education 56P. Primary Numbers and Projects.— MISS DAY

SUMMER SCHOOL UNITS 6-9—SELECTED COURSES

(Recommended for teachers holding the Elementary A certificate.)

Biology 51X, 62X, and 73X as described above.

Education 67P. Primary Curriculum.— MISS MORGENTHAUER

Education 66G. A Study of the Grammar Grade Curriculum.—
MR. HAMILTON

English 74P. Children's Literature.— MR. PETERSON

English 74G. American Literature.—Identical with English S4*.
MR. WIGGINS

Drawing 72P. Drawing for Primary Grades.—*Professional credit only,*
half course. MISS MARTIN

Drawing 72G. Drawing for Grammar Grades.—*Professional credit only,*
half course. MISS MARTIN

Psychology 82X. Educational Psychology.— MR. CRANFORD

English 85G. English Literature for Grammar Grade Teachers.—Identical
with English SL 2*. *Credit, 3 semester-hours.* MR. PATTON

Sociology 91X. Social Problems.— MISS FERGUSON

Music 92G. Musical Appreciation for Grammar Grades.—*Professional credit*
only, half course. MRS. MYERS

English 96G. English Literature.—This course is included in English
SL 1. MR. PATTON

BIBLICAL LITERATURE

S 1^a. The Prophets and Their Message.— MR. MYERS

S 1^b. The Life and Teaching of Jesus.— MR. MYERS

S 1^c. The Beginnings of Christianity. MR. MYERS

BIOLOGY

S 7^a. Hygiene.— MR. BLOMQUIST

S 21. General Biology.—Daily lectures, laboratory work, and quizzes.
A content course for high school teachers as well as one of the science
courses required for college graduation. It is possible with this course

to meet the entrance requirements of medical schools which require but two years of collegiate work for entrance. *Lectures daily, fourth period.*
Credit, 8 semester-hours. MR. BLOMQUIST

S 25. Field Botany.—*Credit, 4 semester-hours for A.B. or A.M. degree.*
 MR. BLOMQUIST

ENGLISH

SC1^a. English Composition.—Identical with English 11X of the "Uniform Curricula." In combination with S C1^b below, it gives full credit for English C 1 of the regular college year. MR. PETERSON

SC1^b. English Composition.—Identical with English 22X of the "Uniform Curricula." MR. PETERSON

SL 1. English Poetry.—*Credit, 3 semester-hours.* MR. PATTON

SC2^a. English Composition.—Open only to those who have credit for SC 1^a and SC 1^b. *Daily, second period.* MR. WIGGINS

SL2^a. Prose Literature.—*Credit, 3 semester-hours.* MR. PATTON

S 4^a. American Literature for Elementary Teachers.— MR. WIGGINS

S 3^a. Shakespeare.— MR. WIGGINS

HISTORY

S 1^a. European Background of American History.— MR. HOLTON

S 9^a. American History to 1829.— MR. HOLTON

S 9^b. American History, 1830-1865.— MR. HOLTON

MATHEMATICS

S 1^a. College Algebra.—*Credit, 3 semester-hours.* MR. ARNOLD

S 2^a. Plane and Spherical Trigonometry.—*Credit, 3 semester-hours.*
 MR. ARNOLD

Students completing S 1^a and S 2^a will altogether fulfill mathematics requirements for the A.B. degree at Duke University.

PSYCHOLOGY

S 14^a. Child Psychology.— MR. CRANFORD

S 14^b. Psychology of Adolescence.— MR. CRANFORD

S 14^c. General Psychology for Teachers.— MR. CRANFORD

SOCIOLOGY

S 5^a. Introduction to Educational Sociology.—

MR. CHILDS

S 5^c. Social Problems.—

MISS FERGUSON

SPANISH

S 1^a. Elementary Spanish.—*Credit, 3 semester-hours.*

MR. DUNSTAN

S 1^b. Elementary Spanish.—*Credit, 3 semester-hours.*

MR. DUNSTAN

GENERAL REGULATIONS

The academic year is divided into two semesters. The first semester begins September 18; the second, February 1. Commencement is held on Tuesday and Wednesday after the first Sunday in June.

TIME OF ENTRANCE

Patrons of the University and students who intend to enter the freshman class are reminded that the entrance examinations are held at the opening of the first semester in September and that this is the proper time to enter. If an applicant for admission cannot come early in the year, he should wait, except in very unusual cases, until the opening of the next semester. It is important that all students be present on the first day of the session, and those who are late incur the penalties described above in this catalogue under the topic "Admission to College" and below under the sub-topic "Course-Cards." Students who enter after the beginning of the semester are marked absent in the work they have missed in the courses to which they are admitted, and these absences are counted as other absences from class.

MATRICULATION, REGISTRATION, AND ENROLLMENT

All students must appear before the Committee on Admission and obtain cards for admission or examination. Cards of admission must be presented at the treasurer's office at the time of matriculation. All students, both old and new, are required to matriculate at the beginning of each semester and to obtain from the treasurer a certificate of matriculation which serves also as an enrollment card. Students matriculating in either semester at a date later than that prescribed in this catalogue shall pay to the treasurer a penalty of five dollars for late registration. Students whose course-cards have been approved in the spring in the manner provided below are given an opportunity during the summer to matriculate by mail for the first

semester in the fall. No student is admitted to any class without a matriculation card.

RELIGIOUS EXERCISES

Chapel exercises are conducted every week day except Saturday throughout the academic year at ten-thirty A.M., and all students are required to attend these services. During the Saturday chapel period all students meet by classes to confer with their respective faculty class advisers. It is expected that every student will attend public services on Sunday in one of the city churches which he or his parents may select.

NUMBER OF HOURS OF RECITATION WORK

No undergraduate student is allowed to take less than fifteen hours of recitation work a week without special permission of the Faculty.

COURSE-CARDS

Members of the freshman, sophomore, and junior classes are required to submit to the Council on Instruction at a time appointed by the Council not later than May 1 cards showing their selection of courses for the following year. These cards must be approved by the Council. After having been approved, the cards must be filed with the Dean of the College for permanent record. Students in the freshman, sophomore, and junior classes who do not select their courses for the following year at the time appointed by the Council on Instruction have to pay a fee of five dollars to the treasurer of the University before their course-cards may be approved in the fall. Students whose course-cards have been approved but who, for reasons not arising within the University, desire to make a change in the card approved have to pay to the treasurer a fee of one dollar for each change made. Elective courses beyond the number required for a degree may be marked "extra." No course may be dropped without permission of the Faculty.

CLASS-STANDING

A student may not rank as a Senior if he has work back of the junior year or more than one study in the junior class; and

a student may not rank as a Junior if he has work back of the sophomore year or more than one study in the sophomore class.

No student who has any work on which he has previously failed is allowed to enter the senior class as a candidate for graduation.

EXAMINATIONS

Mid-year and final examinations, are held in all subjects in January and May respectively; mid-semester examinations for Freshmen and Sophomores are held in November and March. The examination records, combined with the records made in class-recitations, constitute the student's final grades.

REGULATIONS REGARDING MARKS AND CONDITIONS

The following regulations have been adopted by the Faculty:

1. Marks shall be reported so as to indicate one of five things:

(a) *Passed Without Condition*.—A mark of 70 or over shall indicate that a student has passed a course without condition. Students shall be graded according to the following system: Those who are adjudged exceptional (95 and above), superior (85 to 94 inclusive), medium (76 to 84 inclusive), inferior (70 to 75 inclusive). Normally the number of students adjudged exceptional should not exceed three per cent., and the number adjudged superior should not exceed twenty per cent.

(b) *Conditioned*.—A mark of at least 65 and less than 70 shall indicate that a student is conditioned.

(c) *Incomplete*.—A mark of incomplete may be reported by the instructor if for any reason he is unable to report the final grade at the regular time.

(d) *Failed*.—A mark of less than 65 shall indicate that the student has failed entirely in the course and that in order to receive credit for it he shall be obliged to take it again in class.

(e) *Absent from Final Examination*.—The mark "a" shall indicate that the student was absent from a final examination.

2. A student absent from examination and marked "a," if his absence has been excused by the Dean of the College, may receive an examination on the payment of a fee of five dollars to the treasurer of the University, unless the Dean recommends that the fee be remitted. The Committee on Schedule shall arrange for the examination in cases where absences are incurred and excused, and the grade reported in these cases shall be that earned by the student.

3. Students who are conditioned with a mark of at least 65 and less than 70 may remove the condition by complying with any requirements

that satisfy the department concerned by March 15 following, if the condition was incurred in the first semester, or by Monday of the week in which the University opens, if the condition was incurred in the second semester. All students with conditions or "incomplete" grades who have not satisfied the requirements of the departments concerned and obtained a passing grade by these dates are regarded as having failed on the course concerned and must repeat it in class in order to receive credit for it. When a condition is removed, the instructor shall report a grade of 70; in the case of a student whose grade was "incomplete," the instructor reports whatever grade the student earns.

4. Not more than six semester courses on each of which an average grade of 70 has been made are allowed to count as credit towards the bachelor of arts degree unless the student has made an average grade of 80 or more on all his work. A student thus deficient will not be allowed to carry in his fourth year more than a normal amount of work.

A student is not allowed to become a candidate for the bachelor's degree on three years of work unless he has made an average grade of 85 during the first two years.

Excuses for absences from examination are handled in the same way as excuses for absences from class.

CONDUCT OF STUDENTS

The University expects of its students loyal and hearty co-operation in developing and maintaining high standards of conduct as well as of scholarship. The University therefore reserves the right, and matriculation by the student is a concession of this right, to ask the withdrawal of any student whose conduct at any time is not satisfactory to the University, even though no specific charge be made against the student.

EXCLUSION FOR FAILURES

A student is not permitted to remain in the University in the second semester unless he passes without condition as much as six semester-hours of work in the first semester; he is not permitted to re-enter in September nor to enter the Summer School, if he did not pass without condition at least eighteen semester-hours of work in the previous year.

DEFICIENCIES IN COMPOSITION

The following regulations have been adopted by the Faculty:

1. Any Freshman who is found by the Department of English to be unable to handle satisfactorily the work of composition in English 1

is required to take special work until he is able to do satisfactorily the regular work of English 1.

2. No student who has failed in English 1 or C 2 is permitted to become a special student without continuing his work in composition until he has made up his deficiency in this work.

3. Whenever the work of a student in any subject is satisfactory to an instructor except for gross errors in English, the instructor concerned may hand in a provisional grade only, said grade not to count until the student shall have improved his work in composition to the satisfaction of the English Department; a list of such provisional grades, along with evidence of deficiencies, shall be furnished the English Department each term by the officers in charge of the grades, and a report shall be made by this department when the deficiencies shall have been removed.

4. All instructors are requested to warn their students each semester concerning these regulations.

CANDIDATES FOR ACADEMIC DEGREES

1. A tentative list of all candidates for the bachelor's degree who have no uncleared conditions charged against them and a tentative provisional list of all candidates for the degree with unsatisfied conditions named shall be prepared under the supervision of the Dean of the College as early in the college year as possible, be read by him to the Faculty at its first regular meeting in October, be furnished in copy to each department of instruction for information and reference, and also posted in copy on the official bulletin board of the University for the information of the students concerned.

2. Copies of a second such tentative list shall be likewise prepared, read, and distributed by April 15.

3. A final list of all candidates for the degree shall be read by the Dean to the Faculty at its first regular meeting in May and adopted by the Faculty as the final list. After the adoption of this list no name may be added to it.

4. Similar lists of all candidates for the master's degree, with courses counting for credit named, shall be prepared, read to the Faculty, and furnished to all departments concerned by the Dean of the Graduate School on the dates named above.

5. Students who complete during a Summer School the requirements for a degree shall be classified for graduation as of the year following the Summer School in which the work was completed, and their names shall so appear in the catalogue of the University and on the commencement program.

ABSENCES FROM CLASS

Regular and punctual attendance on class-work is required of all students. Absences must be explained to the Dean of the

College. Any student absenting himself without acceptable excuse from his class-work may be disciplined by the Dean at his discretion.

Daily reports of all absences of students from class are made by each instructor and filed in the office of the Dean. A permanent record is kept of the attendance of each student and becomes a part of his general college record.

All absences, whether excused or unexcused, shall be made up to the satisfaction of the department concerned. In case a student has been absent from fifteen per cent. of the exercises scheduled to be held in a course, whether the absences are excused or unexcused, he shall be debarred automatically from the final examination in that subject. Eight absences debar a student from examination in a course meeting three hours a week, ten absences in a course meeting four hours a week. A student incurring three unexcused absences in a three-hour course or four in a four-hour course shall be debarred from final examination in the same manner. In such a case he can not secure permission to stand the final examination except by written approval of the instructor concerned and of the Dean of the College on blanks provided for that purpose. A student thus debarred from examination must repeat the course in class in order to obtain credit for it. A student is counted absent from meetings of a class held before he matriculates at the beginning of a semester. These absences are handled in the same way as are other absences.

Each absence incurred just before or after the Thanksgiving, Christmas, or Easter holidays shall be counted as two absences, excused or unexcused as the case may be.

SCHOLARSHIP REGULATIONS FOR ATHLETIC AND OTHER ORGANIZATIONS

The following regulations have been adopted by the Faculty :

1. Any student who receives less than a passing grade on more than six hours of his required work of the preceding term shall be ineligible to represent the University in any athletic contest, concert, or other public event.
2. Students who are candidates for participation in such contests or events or who are members of organizations engaging in them are required also to be doing satisfactorily the work of the current term.

In order to enforce this requirement the following regulations have been adopted:

(a) No team or organization shall represent the University in a public event until a list of its members has been submitted to the Faculty for approval.

(b) It shall be the duty of the student manager of every team or organization to furnish to the secretary of the Faculty for the use of the Faculty at least four weeks before the first public appearance of the team or organization is scheduled to take place, a written list of all candidates for places on such team or organization.

(c) The names of the candidates for places on any team or organization shall be read to the Faculty at its first regular meeting after the list has been furnished to the secretary, and they shall be recorded in the minutes of the Faculty for that meeting.

(d) If at the time this list is presented to the Faculty or at the next regular meeting of the Faculty thereafter any member of the Faculty shall report that a student who is a candidate for a place on a team or organization is failing in his work, it shall be the duty of the secretary to give the student written notice of this report, specifying the course or courses in which the student is reported as failing. If a student is reported by two or more instructors as failing, he shall be notified that he will not be eligible to represent the University on any team or organization as long as more than one instructor reports him as failing in his academic work.

(e) In case a student manager shall not furnish the secretary of the Faculty with the list of candidates required at the time specified in section (b), the Faculty shall follow the procedure prescribed in sections (c) and (d) when such a list is furnished, and the secretary shall notify any student who is reported by two or more instructors as failing in his work that he will not be eligible to represent the University on any team or organization as long as more than one instructor reports him as failing.

(f) If at any time after this preliminary report is made, a student who was then eligible to represent the College on a team or organization shall be reported by two or more instructors at the same meeting of the Faculty as failing in his work, the secretary shall notify him, specifying in the notice the course in which he is reported as failing, that if he has not removed his deficiency at the end of two weeks, he will be debarred from the team or organization and will not again be eligible to represent the University on a team or organization until he has improved his work so that not more than one instructor reports him as failing.

REGULATIONS GOVERNING ATHLETIC ELIGIBILITY

Duke University is a member of the Southern Intercollegiate Athletic Conference. The athletic eligibility regulations of the University comply with the rules governing members of that Conference.

THE ATHLETIC COUNCIL

The Board of Trustees, at its regular annual meeting in June, 1907, created an athletic council to be composed of eleven members appointed annually: three from the Faculty, to be appointed by the President of the University; four from the alumni resident in the city of Durham, elected by the Alumni Association; and four from the undergraduates, one from each of the four classes, elected by the members of each class.

The three members of the Athletic Committee of the Faculty are the Faculty representatives in the Athletic Council. This Committee alone has the responsibility of enforcing the scholastic and athletic requirements of the University for student participation in inter-collegiate sports. The athletic eligibility rules are those of the Southern Intercollegiate Athletic Conference; the scholarship requirements are printed on the two preceding pages of this catalogue.

The Executive Committee of the Athletic Council is composed of the chairman of the faculty committee on athletics, and one other faculty member and one alumni member of the Council. The Athletic Council on recommendation of its Executive Committee arranges athletic schedules, awards insignia of merit earned by members of athletic teams, and strives to promote among students of the University a proper and helpful athletic spirit; to encourage good fellowship in such sports both within the student body and towards student bodies of other educational institutions; through athletic sports to help to cultivate a high sense of honor, earnest, unselfish effort, and manly conduct. The Executive Committee of the Council recommends to the President of the University persons to serve as graduate manager of athletics and as coaches in the various sports. However, the election of such persons rests solely with the Trustees of the University or the Executive Committee of the Trustees, on recommendation of the President of the University.

All funds arising from athletics are handled entirely by the College Treasurer. An audit of the receipts and disbursements of these funds is made annually by the official auditors of the University.

ABSENCES FROM THE CITY

No student is allowed to leave the city without the permission of the Dean.

ADMINISTRATION OF DISCIPLINE

General oversight of the conduct of students and the administering of discipline are vested in the Dean of the College. The duty of immediate supervision, guidance, and control of the women students is entrusted to the Dean of Women. However, through the expressed willingness of the students to assume the responsibility of maintaining high standards of morals and honor at all times at the University, the student body has properly become in a great degree self-governing in this respect. Two councils, one of men and the other of women, each composed of carefully chosen and duly elected representatives of the student body, exercise the authority granted the students to investigate all cases of misconduct, as well as all other cases of violation of proper student standards and traditions, and to make recommendations of penalties based on their findings. Occasions seldom occur where such recommendations cannot be accepted and enforced.

The student councils have been of great help to the administrative authorities of the University. They do not merely exercise police authority for restraining and punishing evil-doers but also exert a guiding and stimulating influence for the promotion of high ideals of conduct and student relationships.

REGULATIONS REGARDING PUBLIC LECTURES AND OTHER PUBLIC OCCASIONS

All public lectures or addresses and other public events that are given under the auspices of the University or of any organization in any way connected with the University are under the supervision of the Faculty Committee on Public Lectures. All dates and programs must be approved by this committee except in cases where such public occasions have been placed under the supervision of a special committee. To prevent conflicts and to facilitate the work of scheduling the activities of the University, the following regulations have been approved by the Faculty :

(1) The Committee on Public Lectures shall provide each year an official calendar.

(2) No meeting, entertainment, religious service, or athletic contest shall be announced publicly or be entitled to a date at any hour in the day or night unless the occasion has been officially entered in the calendar except in the case of organizations like the Y. M. C. A., the Y. W. C. A., and the literary societies, which have meetings at stated times.

(3) The faculty representative of any organization connected with the University or any member of the Committee on Public Lectures may schedule a public occasion for any date not already taken provided he writes on the calendar under the date he desires the name of the occasion, the hour, and the place of meeting and signs his name under the entry; however, the Committee on Public Lectures shall approve all public events so scheduled and the chairman of this committee shall make known the Committee's approval by signing his name to the calendar-entry under the name of the faculty representative proposing the event before any such public event proposed becomes official, the Committee's approval by signing his name to the calendar shall have exclusive right to the date unless consent of the organization affected is obtained for a change of date or unless the Faculty shall vote to change the date or revoke the right.

(5) The Y. M. C. A. and Y. W. C. A. shall have every Wednesday night, the literary societies shall have every Tuesday night, and other organizations recognized by the Faculty, such as the Historical Society, the Pegram Chemical Club, the Classical Club, the Sigma Upsilon, the Biology Club, Student Volunteer Band, shall have all Monday nights of each month for their meetings and no organization or individuals have a right to take any one of these nights for any public meeting or contest unless the consent of those entitled to the date be obtained or unless the Faculty vote to make a temporary change in the schedule.

(6) These organizations with dates regularly provided have not the right to schedule public meetings for any nights other than these herein mentioned unless no other public meeting is at any time set for the dates they wish, and no one of these organizations with dates already provided has precedence over any other in selecting irregular dates for meeting.

(7) The Faculty representative scheduling any public event shall be responsible for getting due notice to the appropriate University office concerning the place and time of the event so that needed arrangements may be made for it.

REPORTS

Reports of the class attendance records and of the proficiency in studies of each student are sent to his parents or guardians after the examinations at the end of each semester.

MEDICAL CARE

Every student suffering from illness sufficiently serious to prevent his attending classes is expected to notify the Dean's office promptly and to summon the University Physician, Dr. Joseph A. Speed (708 First National Bank Building. Office hours 11 a.m. to 1 p.m., 2:30 to 4 p.m. Telephones F-9941 and F-9942.)

The University Physician will make one call to a student's room at the expense of the University for diagnosis and prescription. In case continued medical attention is needed by the student, he makes his own arrangements either with Dr. Speed or with some other physician. Students may also consult Dr. Speed at his office without charge for minor troubles. The University Physician makes a complete physical examination of all students at the beginning of the academic year and advises special treatment when necessary.

The James H. Southgate Memorial Building contains several rooms designed and set apart as an infirmary for the use of resident women students. A graduate nurse who has general oversight of the health of women students resides in this building.

An infirmary located conveniently near the campus is maintained by the University for the use of resident men students whose condition is not sufficiently serious to warrant hospital treatment. No charges for room, board, and nursing are made to students who are confined to the infirmary for a limited length of time. The infirmary is modernly equipped to meet the needs of students who may be patients there and is under the direct supervision of the University Physician. A graduate nurse is retained in residence at the infirmary during the entire time that school is in session.

The University maintains arrangements with the Watts Hospital whereby students whose illness demands facilities not provided by the infirmary may enter this hospital without charge for room, board, and nursing for a limited time. However, the University does not assume liability for the treatment of chronic diseases or for injuries incurred in athletics.

Watts Hospital is located close to the campus and is equipped to provide the best of care.

UNIVERSITY LECTURES AND PUBLICATIONS

THE AVERA BIBLE LECTURES

At intervals of two years a series of lectures is given under the auspices of the Avera Department of Biblical Literature. This series of lectures was established in 1897. These lectures were delivered for the year 1928-29 by Henry Sloane Coffin, President of Union Theological Seminary.

JOHN MCTYEIRE FLOWERS LECTURES

The John McTyeire Flowers lectures, established by Mr. B. N. Duke as a memorial to John McTyeire Flowers, a young alumnus of Trinity College who died in the Far East in 1905, were inaugurated in 1921.

FACULTY LECTURES

Occasional lectures are given each year by members of the Faculty or by visitors. These lectures are under the supervision of the faculty committee on public lectures, which committee also arranges annually a number of concerts and public entertainments.

DUKE UNIVERSITY DAY

In commemoration of the signing by the late James B. Duke, on December 11, 1924, the indenture setting up the Duke Endowment, under which Trinity College was expanded into Duke University, special services are held at the University and at all Alumni Clubs on this anniversary.

CIVIC CELEBRATION

A civic celebration is held each year on February 22. It is intended that this occasion shall be of service in cultivating a better citizenship and more patriotic ideals of government.

THE DUKE UNIVERSITY PRESS

Prior to 1925 Trinity College had supported the publication of *The South Atlantic Quarterly*, the *Historical Papers of the Trinity College Historical Society* as well as its *John Lawson Monographs*, and a few scholarly books.

With the establishment of Duke University, the trustees of the University authorized the organization of the Duke University Press as the agency for publishing contributions to knowledge in the fields of scholarship represented in the University. The Press immediately assumed the responsibility for the publications of Trinity College already established and in 1926 added to its list of periodicals *The Hispanic American Historical Review*, a quarterly dealing with the history of the Latin-American countries in its various aspects, and in 1929 *American Literature*; both periodicals being edited with the cooperation of scholars of Duke University and other institutions. The number of volumes annually published has increased, thirty-eight titles having appeared since 1925.

STUDENT ORGANIZATIONS AND ACTIVITIES

The Men's Association of Duke University comprises all men students in the University. It functions through its officers and a council to initiate policies and to oversee matters within the control of the student body. The council is composed of seven members: three from the senior class, two from the junior class, one from the sophomore class, and one from the Graduate School.

The Women's Student Government Association is similar in character to the Men's Association. Its council is composed of the officers of the Association and *ex-officio* of the Y. W. C. A. president and an undergraduate representative.

The Young Men's Christian Association and the *Young Women's Christian Association* are student branches of the national Christian Association. Each body aims to enrich not only the religious life of its members as individuals but also to promote group religious activity. Delegates are sent each year to summer conferences, state conventions, inter-state conventions and the state Bible and missionary institutes. Every year a series of special religious services is held. Bible and missionary study classes and Sunday School teacher-training courses are conducted under the auspices of the Association by members of the Department of Religion.

The Student Volunteer Band is an active branch of the Student Volunteer Movement of North America. This organization is composed of students who have volunteered for some form of foreign missionary service.

The Ministerial Association is a band of students who are preparing for the ministry.

The Symphony Orchestra, two smaller orchestras, and the *Duke University Band* afford a variety of opportunity for students interested in instrumental music. These clubs work under capable musical direction. Membership is based on competitive trials.

The Men's Glee Club and the *Women's Glee Club* are both active in concert work. When singing together they comprise the University Chorus. The Men's Glee Club this year won the state championship as well as the Southern Intercollegiate Glee Club contest and placed favorably in the national contest. The club takes two extended trips annually on one of which it is accompanied by the Symphony Orchestra and by one of the smaller orchestras. The Women's Glee Club includes a section of stringed instruments.

The Taurian Players is an organization for the promotion of dramatics at Duke University. Several plays are presented each year, the cast for each of which is determined on the basis of competitive try-outs. The Taurians welcome as associate members in their organization persons interested in the work they are doing.

The Southgate Dramatic Club proposes to foster dramatic interests among women students who are not Taurians. Private theatricals, usually consisting of one-act plays, are given to invited guests.

The Publication Council supervises all student publications of the University. It is composed of three members of the Faculty appointed by the President, four representatives of the student body two of whom are elected by the Men's Association and two by the Women's Association, together with the editors and business managers of the respective publications.

The Chronicle is a weekly newspaper of the University, entirely edited and managed by students. It carries items of local interest, as well as special feature articles, and editorial comment.

The Archive is a monthly literary magazine edited and managed by the students. It contains essays, poems, short stories, and book reviews written by the undergraduates of the University together with some contributions from outside sources.

The Chanticleer is the year-book of the college. It portrays by word and picture the most important events of each school year.

A number of clubs exists on the campus, each of which fosters interest in some special subject or project.

The Trinity College Historical Society promotes interest in the study of history and the collection and preservation of historical documents, books, pamphlets, and the like.

The Classical Club meets to discuss literary, linguistic, historical, and archaeological aspects of the life and civilization of the ancient Greeks and Romans.

The Physics Club deals with interesting projects in physics which cannot be thoroughly discussed in the classroom.

The W. H. Pegram Chemistry Club performs a similar service in the field of chemistry.

The French Club draws together students particularly interested in the French language and literature.

The Polity Club promotes discussion of current problems in the field of international relations and American politics. It is affiliated with the International Relations Club.

The Braxton Craven Education Association consists of students who are interested in present-day educational problems.

The Biological Club gives its members opportunity to discuss important phases of biological work as well as training in the preparation and presentation of papers.

The Crowell Scientific Society is a union of all the departmental scientific societies of the University for the promotion of study and research within the University by coördinating the various departmental efforts.

The Cosmopolitan Club is open to all students from foreign countries and a few American students by invitation. The purpose of the club is to promote international understanding and good-will.

The Fortnightly Club, a chapter of the national literary fraternity of Sigma Upsilon, is composed of men of the junior and senior classes whose interests are literary. It encourages original work on the part of its members as well as the study of influential writers, ancient and modern.

The Debate Council, composed of three members of the Faculty, and two representatives of each of the literary societies, supervises and systematizes the work of debating both in the University and with other colleges.

The Columbian Literary Society, founded in 1846, and the *Hesperian Society*, organized in 1851, are the oldest undergraduate clubs on the Duke University campus. Their record is one of creditable achievement in public speaking which they encourage by an award of medals for excellence in that art. The two societies debate each other annually. The halls reserved in East Duke for these societies are modeled after the chambers of Congress in the national capitol.

The League of Women Voters has a chapter at Duke. This organization took over the work formerly done by the Athena and Brooks Literary Societies.

The Junior Big Sisters is an organization of Juniors for assisting Freshman girls in their adjustments to college life.

The Forum Club has as its object the promotion of interest in the classics among women students.

The Southgate Garden Club gives opportunity for expression to girls interested in gardening.

The Town Girls' Organization brings together the day students among the women.

A number of honorary orders and fraternities carry on their work at Duke University. The general nature of these societies is indicated below.

Phi Beta Kappa, the oldest Greek letter fraternity in existence, was founded at William and Mary College in 1776. The Beta Chapter of North Carolina was organized at Trinity College on March 29, 1920. Membership is open only to those who have an average of 90 for six consecutive semesters of college work.

Tau Kappa Alpha (National Forensic Fraternity)

Sigma Upsilon (See Fortnightly Club, p. 247)

Kappa Delta Pi (National Education Fraternity)

Theta Alpha Phi (National Dramatic Fraternity)

Lambda Phi Gamma (National Music Fraternity)

Sigma Pi Sigma (National Physics Fraternity)

Phi Sigma (National Biological Fraternity)

Sigma Tau Delta (National English Fraternity)

Sigma Nu Phi (National Law Fraternity)

Delta Upsilon Beta (Local Band Fraternity)

Iota Gamma Pi (Local Scientific Fraternity)

Psi Kappa Alpha (Local Economics Fraternity)

Chi Delta Phi (National Literary Sorority)

Delta Phi Rho Alpha (Local Sorority fostering college spirit, especially athletics)

Nu Sigma (Local Biological Sorority)

Red Friars, founded in 1913, is a secret society restricted to men of the senior class. Membership is limited to a small number who have manifested qualities of leadership by meritorious service as undergraduates.

Omicron Delta Kappa promotes qualities of leadership in publications, athletics, and other forms of campus activity.

White Duchy is a secret order comprising seven senior women recognized as representing the highest qualities of leadership in the various activities in which they have taken part.

The Tombs is a secret order of male students for the promotion of various campus activities, especially athletics. Membership is restricted to students of the junior and senior classes.

The 9019, a junior-senior scholarship society, was founded at Trinity College in 1890. The society started the *South Atlantic Quarterly* and has under its auspices the annual civic celebration on Washington's birthday and the annual declamation contest for high-school pupils.

EKO-L is an organization of women students of the junior and senior classes to promote scholarship and the interests of the University.

Beta Omega Sigma, founded in 1917, is a local sophomore order.

The work of the social fraternities and inter-fraternity relationships at Duke University are governed by the *Pan-Hellenic Council*, which is composed of one representative of each national fraternity on the campus. The council has as its advisor a member of the Faculty chosen by the council. By order of the council, no student may be initiated into a fraternity until he has passed at least four courses in the semester preceding the earliest official time for the initiation of freshmen. The following social fraternities have chapters at Duke University:

Alpha Tau Omega
Kappa Sigma
Kappa Alpha
Pi Kappa Alpha
Sigma Phi Epsilon
Pi Kappa Phi
Sigma Chi
Delta Sigma Phi
Lambda Chi Alpha

Phi Delta Theta
Delta Tau Delta
Phi Sigma Delta
Pi Epsilon Pi (local)
Sigma Tau Alpha (local)
Psi Delta Sigma (local)
Sigma Delta (local)
Alpha Omega Sigma (local)

The Women's Pan-Hellenic Council, composed of three members from each sorority on the campus, governs sorority affairs. The sororities represented at Duke University are :

Alpha Delta Pi
Kappa Delta
Zeta Tau Alpha

Kappa Alpha Theta
Sigma Beta (local)
Delta Psi (local)

ALUMNI ORGANIZATIONS

ALUMNI ASSOCIATION

The Alumni Association of Duke University is composed of the male graduates and former students of Trinity College and Duke University. The Association gives its annual dinner on Tuesday of Commencement week at which an address is made by a representative of the class holding its twenty-fifth anniversary reunion. The annual business meeting of the Association is held at this time. In 1928 the alumni address was delivered by Dr. W. W. Peele, of Charlotte, N. C., of the Class of 1903. According to the charter of the University, the alumni are entitled to twelve representatives on the Board of Trustees. At the annual meeting of the Association all vacancies in the alumni representation on the Board are filled, and four representatives to serve on the Athletic Council, and five representatives-at-large to serve on the Alumni Council are elected. The officers of the Association are: *President*, Daniel C. Roper, '88, Washington, D. C.; *vice-presidents*, Frank S. Carden, '01, Chattanooga, Tenn., Jules G. Korner, '08, Washington, D. C., Richard C. Kelly, '07, Greensboro, N. C.; *secretary*, Richard E. Thigpen, '22, Durham, N. C.

ALUMNAE ASSOCIATION

The Alumnae Association of Duke University is composed of the women graduates and former students of Trinity College and of Duke University. The Association gives its annual dinner on Tuesday of Commencement week, at which an address is made by a representative of the class holding its twenty-fifth anniversary reunion; the annual business meeting of the Association is held at this time. The work of the Alumnae Association is conducted on much the same basis and through the same channels as the work of the Alumni Association. The officers of the Association are: *President*, Mrs. Marjie Jordan (J. C.) Biggs, '02, Raleigh, N. C.; *vice-president*, Mrs. Helen Cantrell (Heartt) Bryant, '23, Winston-Salem, N. C.; *secretary-treasurer*, Elizabeth Aldridge, '24, Durham, N. C.

FEDERATED ALUMNI CLUBS

The Federated Alumni Clubs were formed to promote the work of the local alumni and alumnae associations; and to arrange for the annual Home Coming of alumni and alumnae. A number of county and local alumni associations have been formed in North Carolina and other states. A copy of the constitution and by-laws proposed for such associations will be furnished on application to the Alumni Secretary. This organization holds its annual meeting on Home Coming Day.

ALUMNI COUNCIL

To give definite direction and supervision in the campaign for the erection of the Alumni Memorial Gymnasium, and for other purposes, an Alumni Council was provided for at the June, 1919, meeting of the Alumni Association. Since that time the Council has developed into a working body for the promotion of alumni interests by reason of its size and frequency of meetings. The constitution of the Council sets forth its purpose as being "to advance the interests and influence of Duke University; to bind more closely together the alumni and the University; to encourage class and geographical organization of the alumni; to keep in touch with undergraduate activities; to raise funds from alumni and friends for the conduct of the alumni work, the establishment of loan funds, the publication of *The Alumni Register of Duke University*, and for the maintenance and endowment of the University; to report from time to time to the President and the Board of Trustees of the University any facts and recommendations deemed by the Council worthy of consideration for the best interest of the University; and to act as a medium for making known to the University the ideas of the alumni and to the alumni the wishes of the University."

The membership is made up of Representatives at Large, elected by the Alumni Association at its annual meeting; Class Representatives, elected by reunion classes on the occasion of their fifth anniversary, or a multiple thereof; and representatives elected by the Federated Alumni Clubs.

Representatives at Large:

Sidney S. Alderman, '13, Greensboro, N. C.

Rev. J. M. Daniel, '08, Goldsboro, N. C.

Charles F. Lambeth, '03, Thomasville, N. C.

Charles H. Livengood, '04, Durham, N. C.
H. E. Spence, '07, Durham, N. C.

Federated Alumni Club:

R. Gregg Cherry, '12, Gastonia, N. C.
Don S. Elias, '08, Asheville, N. C.
J. L. Horne, Jr., ex-'09, Rocky Mount, N. C.
James F. Shinn, '93, Norwood, N. C.
G. Andrew Warlick, '13, Newton, N. C.

Class Representatives:

Joseph H. Separk, '96, Gastonia, N. C.
Dr. W. K. Boyd, '97, Durham, N. C.
J. P. Breedlove, '98, Durham, N. C.
Rev. W. A. Lambeth, '01, Washington, D. C.
Edwin S. Yarbrough, '02, Durham, N. C.
John D. Langston, '03, Goldsboro, N. C.
James E. Lambeth, '06, Thomasville, N. C.
Walter G. Jerome, '07, Winston-Salem, N. C.
Julius B. Warren, '08, Raleigh, N. C.
J. E. Brinn, '11, Sanford, N. C.
Henry A. McKinnon, '12, Maxton, N. C.
Dr. K. P. Neal, '13, Raleigh, N. C.
J. Walter Lambeth, Jr., '16, Thomasville, N. C.
J. Raymond Smith, '17, Mount Airy, N. C.
L. L. Gobbel, '18, Durham, N. C.
Samuel Holton, '21, Durham, N. C.
Byrd I. Satterfield, '22, Roxboro, N. C.
Thomas G. Neal, '23, Laurinburg, N. C.

ALUMNAE COUNCIL

At the June, 1925, meeting of the Alumnae Association the Alumnae Council was organized to function in a manner similar to that of the Alumni Council, in the interest of the former women students and of the University. Its purpose and form of organization is very much the same as that of the Alumni Council.

Representatives at Large:

Mrs. C. L. Read, '06, Rockingham, N. C.
Nell Umstead, '08, Durham, N. C.
Mrs. Plato Monk, '18, Wilson, N. C.
Mrs. Robert M. Cooksey, '23, Thomasville, N. C.
Annie Garrard, '25, Durham, N. C.

Federated Alumni Club:

Mrs. Charles H. Livengood, '04, Durham, N. C.
Mrs. Floyd Souders, '12, Fayetteville, N. C.

Mary L. Knight, '17, Asheville, N. C.
 Mrs. Edward J. Bowden, '24, Norfolk, Va.

Class Representatives:

Annie M. Pegram, '96, Greensboro, N. C.
 Elizabeth M. Moore, '01, Rockingham, N. C.
 Mrs. W. J. Brogden, '02, Durham, N. C.
 Mrs. Kope Elias, '03, Charlotte, N. C.
 Mrs. George Cochran, '06, Lakeland, Fla.
 Susie Michaels, '07, Durham, N. C.
 Sallie Louise Beavers, '08, Durham, N. C.
 Mrs. I. C. Moser, '11, Asheboro, N. C.
 Ruby Markham, '12, Durham, N. C.
 Mrs. Bess Lucretia Weidenhouse Hayman, '13, Troy, N. C.
 Mrs. Henry Belk, '16, Goldsboro, N. C.
 Dr. Annie T. Smith, '17, Durham, N. C.
 Mrs. R. H. Watkins, '18, Durham, N. C.
 Mrs. Zack Whitaker, '20, Oak Ridge, N. C.
 Ella Mae Beavers, '21, Durham, N. C.
 Lyda Bishop, '22, Durham, N. C.
 Aura Holton, '23, Durham, N. C.

Ex Officio:

Mrs. J. C. Biggs, '02, Durham, N. C.
 Alice Baldwin, Durham, N. C.
 Elizabeth Aldridge, '24, Durham, N. C.
 R. E. Thigpen, '22, Durham, N. C.

DUKE UNIVERSITY NEWS SERVICE

The Duke University News Service is the official publicity bureau of the University for the purpose of sending out news to the press. The service is under the supervision of the Alumni Secretary, and is managed by Albert Alexander Wilkinson, '27, Director of Publicity.

THE ALUMNI REGISTER OF DUKE UNIVERSITY

The Alumni Register of Duke University is a monthly magazine published by the Alumni Association in the interest of the alumni and the University. It aims to keep the alumni in touch with one another and with the University. The editorial staff is composed of Richard E. Thigpen, '22, editor and business manager; Holland Holton, '07, Hersey E. Spence, '07, Jule B. Warren, '08, Sidney S. Alderman, '13, Louis I. Jaffe, '11, associate editors; and a Board of Managers consisting of William K. Boyd, '97, M. Arnold Briggs, '09, Willis Smith, '10 and Richard Thigpen, '22.

INFORMATION AND REGULATIONS CONCERNING FEES AND EXPENSES

The following tables show the general fees and charges collected from all students and the special fees collected from those taking courses in the sciences. All fees for each semester are due and payable, unless otherwise specified, at the time of registration at the beginning of that semester, and no student is admitted to classes until his fees have been paid.

GENERAL FEES

Matriculation, per semester.....	\$25.00
Tuition, per semester.....	50.00
Room rent, per semester.....	50.00
Athletic fee, admitting students to all athletic contests held on the University grounds, per semester.....	5.00
+Damage, payable annually at the time of first registration.....	1.00
Medical fee, payable annually at beginning of the second semester	1.00
Commencement fee, payable annually at the beginning of the second semester	3.00
Publication Fee:	
First semester.....	2.50
Second semester.....	3.00
Diploma, payable by candidates for degrees at the beginning of the second semester; refunded if the diploma is not awarded.....	5.00

For further information concerning room rent see below under the topic "Rooms and Conditions of Renting Them."

LABORATORY FEES

Biology 1, per semester.....	\$2.50
Biology 2, per semester.....	3.00
Biology 3, per semester.....	7.50
Biology 4, per semester.....	4.00
Biology 5, per semester.....	3.00
Biology 6, per semester.....	3.00
Biology 8, per semester.....	3.00

* The reservation fee of \$5.00, payable on or before August 1, is deducted from the rent for the first semester.

† Any surplus remaining in this fund at the end of a year is applied to some student activity.

‡ See "Charges for Rooms."

Chemistry 1 and 2, per semester.....	6.00
Chemistry 3 and 4, per semester.....	6.00
Chemistry 5, per semester.....	7.50
Chemistry 6 and 15, per semester.....	6.00
Chemistry 31 and 41, per semester.....	6.00
Chemistry 42 and 43, per semester.....	7.50
Chemistry 51 and 52, per semester.....	7.50
Chemistry 62, per semester.....	6.00
Electrical Engineering 1 and 2, per semester.....	2.00
Electrical Engineering 4 and 7, per semester.....	2.00
CE 10—See Summer School catalogue.	
Physics, all courses, per semester.....	2.00
Surveying, per semester.....	1.00

TEACHERS TAKING COLLEGE COURSES

Teachers in near-by schools taking one or more courses are required to pay a registration fee of \$3.00 and a tuition fee of \$1.50 per semester-hour of credit in addition to any regular laboratory or other fees collected from regular students taking the courses.

ROOMS AND CONDITIONS OF RENTING THEM

The itemized statement in the general table of expenses includes the care of rooms, in which everything essential in the way of furniture is provided. All rooms are provided with heat, water, and electric light. Each student furnishes his own blankets, sheets, pillow-slips, towels, and pillows. Students must furnish their own electric lamps, which can be purchased from the University store.

Rooms are reserved only for students who have been officially accepted by the University. Reservations for a given year may be made at the treasurer's office before May 15 of the preceding year. A student who wishes to retain his room for the succeeding year must notify the treasurer's office on or before May 15. All rooms which have not been signed for on or before May 15 will be considered vacant for the succeeding year. A reservation is canceled, and the University is free to rent the room to other students, unless a deposit of \$5.00 for each proposed occupant, in part payment of the rent, is made by August 1. When a room is once engaged by a student, no change will be permitted except with the consent of the treasurer. Leaving one room and occupying another without such permission is strictly against the rule and will render the of-

fender liable to full charge for both rooms for the entire semester. No occupant is permitted to rent or sublet a room to another occupant.

Students must secure their own room-mates and furnish the names of the room-mates to the treasurer's office at the time of the engagement of the rooms. The University does not assume the responsibility of selecting and assigning room-mates, though it will gladly render any assistance possible in the matter.

REGULATIONS REGARDING ROOMS

A fine of \$2.00, payable to the treasurer of the University, shall be charged to any student who has moved furniture from one room to another without permission from the University authorities.

A fine of \$2.00, payable to the treasurer of the University, shall be charged to the occupants of any room in which the permanent lighting fixtures have in any way been altered or changed. A like fine shall be imposed upon the occupants of any room with lights having a total capacity of more than 100 watts.

A fine of \$5.00, payable to the treasurer of the University, shall be charged to any student moving from one room to another upon the campus without permission from the University authorities.

CHARGES FOR ROOMS

Aycock Hall contains sixty rooms. These rooms are arranged to accommodate two students each, in which case the rent is \$30.00 per semester for each student. When occupied by more than two students the price is \$30.00 per semester for each student, and when occupied by only one student the price is \$60.00 per semester.

Jarvis Hall contains sixty-six rooms. A number of rooms in this dormitory are so arranged that they may be rented in suites. The charges for rooms in this building are the same as those for Aycock Hall.

The Inn contains forty-five rooms. The charges for rooms in this building are the same as those for Aycock and Jarvis Halls.

Branson Hall contains thirty rooms. The charges for rooms in this building are \$25.00 per semester for each student, when occupied by two students. When occupied by only one student the price is \$50.00 per semester.

NEW DORMITORIES

Dormitories Numbers 1, 2, 3, 4, and 5 containing ninety student rooms each are identical in construction and convenience. These rooms are arranged to accommodate two students each, in which case the rent is \$50 per semester for each student, and when occupied by only one student the price shall be \$100 per semester.

BOARDING HALLS

Beginning with the academic year 1927-28 the University opened its dining hall in the College Union with accommoda-

tions for all the resident men students. Board is furnished to the students at actual cost, and may be secured at the Union for \$23.80 per month of twenty-eight days. The College Union is the logical center of student activities and all male students are advised to board in its supervised halls.

In addition to the University dining hall there are private boarding houses at which board can be secured at from \$5.50 to \$7.00 per week.

PUBLICATION COUNCIL

The Publication Council was authorized by the Trustees at the mid-year meeting in 1926-27. This council has control of the undergraduate publications. It is to be composed of members of the faculty appointed by the President, two alumni elected by the Alumni Council, representatives of the student body and the different publications. A publication fee of \$5.50 was authorized by the Trustees to be collected from each undergraduate, \$2.50 payable at the beginning of the fall semester and \$3.00 at the beginning of the spring semester.

JAMES H. SOUTHGATE MEMORIAL BUILDING

The James H. Southgate Memorial Building contains sixty-six dormitory rooms. Young women occupying these rooms are required to take their meals in this building. Each student furnishes her own blankets, sheets, pillow-slips, and towels. The price for room and board is \$300.00 for the academic year, payable quarterly, \$75.00 on matriculation at the opening of the academic year in September, and \$75.00 respectively on December 1, February 1, and April 1.

LAWS REGULATING PAYMENTS

The Executive Committee of the Trustees of Duke University has enacted the following regulations, which govern the payment of all fees due the University:

1. The president and the treasurer of the University have no authority to suspend, or in any way alter these regulations.
2. Matriculation and tuition fees are never refunded.
3. Any student who has failed to pay his bills on the dates advertised in the catalogue is denied the right to attend classes until his account is settled in full.

4. No student is considered by the faculty as an applicant for graduation until he has settled with the treasurer for all of his indebtedness to the University.

5. No student is allowed to stand the mid-year or final examinations of the academic year who has not settled all his bills with the treasurer of the University.

When a student wishes his bills sent to his parent or guardian, the student or his parent or guardian must so notify the treasurer of the University in writing in due time, but this in no way releases the student from liability to established penalties if his bills are not paid on the dates advertised.

TRANSCRIPTS

Students desiring to transfer from Duke University to another institution are entitled to one transcript of their record. A charge of one dollar is made for each additional copy.

ESTIMATED EXPENSES FOR AN ACADEMIC YEAR

The necessary expenses of a student are moderate; the University dormitories provide thoroughly comfortable and wholesome living conditions at a minimum cost, while all charges made by the University have been kept low. Incidental expenses depend naturally upon the tastes and habits of the individual. The following tables give the necessary college expenses for one year.

	LOW	MODERATE	LIBERAL
Tuition	\$100.00	\$100.00	\$100.00
Matriculation	50.00	50.00	50.00
Room-Rent	50.00	60.00	100.00
Board	200.00	225.00	250.00
Laundry	20.00	25.00	30.00
Books	22.50	30.00	45.00
Commencement Fee	3.00	3.00	3.00
Athletic Fee	10.00	10.00	10.00
Damage Fee	1.00	1.00	1.00
Medical Fee	1.00	1.00	1.00
Publication Fee	5.50	5.50	5.50
Total*.....	\$463.00	\$510.50	\$595.50

Students who hold scholarships or other exemption from tuition will deduct one hundred dollars from the above totals.

* This table is based on the cost for the year 1928-29.

FINANCIAL AID

UNIVERSITY SCHOLARSHIPS

Ten scholarships paying tuition are offered annually by the University. Five are held by members of the sophomore class and five by members of the junior class. Sophomore scholarships are awarded at the end of the freshman year and junior scholarships at the end of the sophomore year. They are awarded on the basis of the applicant's character and promise as indicated by his work in college.

The University reserves the right to withdraw a scholarship at any time from a student who does not make worthy use of it.

ANGIER B. DUKE MEMORIAL SCHOLARSHIPS

The Angier B. Duke Memorial, Incorporated, awards four scholarships with an annual value of \$250 each to undergraduate students in Duke University. These scholarships are awarded as follows: one on the basis of merit and necessity to an accredited high-school graduate entering the freshman class of Duke University; and one each to a member of the sophomore, junior, and senior, classes on the basis of merit, necessity, and worthy individual contributions to university life.

EXEMPTION FROM TUITION

The sons and daughters of ministers are exempt from paying tuition; they are required to pay all other college fees.

Candidates for the ministry who are not sons of preachers are required to give their notes for tuition. If they enter the regular ministry within three years after leaving college, these notes will be surrendered to them; otherwise the notes will be collected.

SPECIAL SCHOLARSHIPS

The Herbert J. Bass Scholarship was established in 1900 with the principal of \$1,000 received from Mr. and Mrs. Herbert J. Bass in memory of their son, Herbert J. Bass, Jr.

The Banks-Bradshaw Scholarship was established in 1918 by a gift of \$1,000 from Mr. W. L. Banks and the Rev. M. Bradshaw, D.D.

The Mildred Williams Buchan Scholarship, the annual income on \$1,000, was the gift in 1920 of Mr. E. R. Buchan. The award is made to a young woman student of the College preparing for definite religious work.

The Elisha Cole Scholarship Fund of \$1,000 was given in 1919 by Messrs. E. A. Cole and E. M. Cole in honor of their father.

The Arthur Ellis Flowers Scholarship was established in 1901 by a gift of \$1,000 from Col. and Mrs. George W. Flowers in memory of their son, Arthur Ellis Flowers.

The G. W. Flowers Student Aid Fund of \$5,000 was given by Mr. Claude M. Flowers in memory of his father.

The Heath Scholarships, the gift of Mr. B. D. Heath, are awarded to students from Union County. These two scholarships, founded in 1903, are each the annual income on \$1,000.

The Judd Scholarship Fund of \$1,000 was the gift of Mr. J. M. Judd.

The O. G. B. McMullan Scholarship was provided for in 1917 by a gift of \$1,000 from Dr. O. G. B. McMullan.

The W. H. Moore Scholarship was established in 1920 by the gift of \$1,000 from the family of Dr. Moore.

The J. A. Odell Scholarship was founded on a gift of \$1,000 from Mr. J. A. Odell.

The J. M. Odell Scholarship was founded on a gift of \$1,000 from Mr. J. M. Odell.

The Edward James Parrish Scholarship was founded in 1921 on a gift of \$1,000 from Mrs. E. J. Parrish to be a memorial to her husband.

The John T. Ring Scholarship was established in 1919 by S. G. Ring and family who presented \$1,000 for this scholarship as a memorial to John T. Ring, of the class of 1916, who was killed in France.

The Mary Newby Toms Scholarship Fund, worth \$25,000, was established by Mr. C. W. Toms as a memorial to his wife whose name the scholarship bears.

The George W. Watts Scholarship was established by a gift of \$1,000 from Mr. George W. Watts.

The C. E. Weatherby Scholarship was established in 1914 by a gift of \$1,000 from Mr. C. E. Weatherby.

LOAN FUNDS

The Angier B. Duke Memorial, Incorporated, administers through an advisory committee of the officers of the University a loan fund of \$1,000,000 for undergraduates.

In addition to the Angier B. Duke Memorial loan fund, the University administers other endowed loan funds for the benefit of students who are not financially able to meet their expenses. The loan funds are kept by the treasurer as separate and distinct funds from all other endowments and holdings of the University and are used for no other purpose than to aid worthy students of the University. These funds are administered in accordance with the following regulations:

1. No loan shall be made to a student who violates any of the regulations of the University or whose classwork is not satisfactory to the Faculty.

2. Loans will be made only to students who are taking full courses of study that lead to a degree, and all loans must be arranged for not later than one week after the beginning of a semester.

3. Every applicant for a loan must present with the application such security as the President of the University may approve, and no money shall be advanced before a note with approved security is in the hands of the treasurer of the University.

4. No loan shall be made to defray any other expenses than those incurred during the academic year for tuition, matriculation, and room-rent.

5. Interest at the rate of six per cent. annually shall be charged for all loans of money, and the interest must be paid annually.

In 1915 the Alumni Association gave to the College \$252.93 to be used as a loan fund.

The Bynum Belote Loan Fund was established in 1924 by E. T. Belote in honor of his son whose name the loan fund bears. The amount of the gift was \$1,000.

The A. D. Betts Loan Fund for the use of young preachers has had small gifts from time to time. In 1919 Rev. G. W. Vick, of the class of 1911, and his wife added \$1,000 to this fund.

The Alumnae Association presented \$1,000 in 1928 for the establishment of the Fannie Carr Bivins Memorial Loan Fund for young women students.

The Bowling Scholarship and Loan Fund was established in 1928 by Edgar S. Bowling in memory of his sister, Maye Bowling Bennett. In administering this fund preference is given to boys and girls of Durham County.

The J. A. Cunninggim Loan Fund was established in 1898 by Jesse A. Cunninggim, D.D. The income from this fund is loaned to worthy young men to pay their tuition fees. At his death Dr. Cunninggim bequeathed to this fund \$1931.37 in addition to his original gift of \$1,000.

The Alexander Edens Memorial Loan Fund was initiated in 1920 with a gift of \$300 from Lacy T. Edens and other members of the Edens family.

In 1923 a friend of the College contributed \$400 to establish a loan fund to be known as the W. O. Goode Loan Fund.

The B. D. Heath Loan Fund of \$3,000 was given by Mr. Heath for the purpose of aiding young men in their preparation for the ministry.

The Mary Hester Hamrick Loan Fund is worth \$1,000.

The J. B. Ivey Loan Fund was established in 1922 by a gift of \$600.

The North Carolina Masonic Committee on Education established a loan fund of \$1,000 in 1923.

The North Carolina Conference has established a Ministerial Education Loan Fund of \$1,015.71 from which assistance is given to young men who expect to become ministers.

A loan fund of \$1,000 was given in 1919 by Dr. John W. Neal in memory of his son, John W. Neal, Jr., ex-'22, who died on April 18, 1919.

The class of 1925 of the Roanoke Rapids High School has established a loan fund of \$175.00 to be used by a graduate of this school.

The Ella Westcott Tuttle Loan Fund of \$1,000 was established in 1922 by the Rev. D. H. Tuttle.

The Joshua Vick Memorial Loan Fund was inaugurated in 1920 by an initial gift of \$400 on the part of Mrs. J. W. Vick of Rock Hill, South Carolina.

The Wake County Alumnae Loan Fund of \$250 was established in 1924 by the alumnae of Wake County, North Carolina.

The Winston-Salem District Loan Fund amounts to \$1,050.

The Mary Poage Wooten Loan Fund of \$5,000 was given by the Rev. John C. Wooten in 1923.

THE RHODES SCHOLARSHIPS

Two scholarships are assigned to each state, and all scholarships are tenable for three years. Candidates may apply either in the state in which they reside or in the state in which they have received two years of college education. All candidates who are Duke University men must secure the recommendation of the President and should make written application to him before October 10. These scholarships carry an annual stipend of four hundred pounds for study at Oxford University.

SCHOLARSHIPS OF THE AMERICAN SCHOOL OF CLASSICAL STUDIES

Duke University is one of the group of American institutions that join in the management and support of the American School of Classical Studies in Athens, Greece. Duke graduates may attend the School without charge for tuition and are eligible to compete for the fellowships offered by the School.

Two fellowships in Greek archæology and one in the language, literature, and history of Ancient Greece with a stipend of \$2,000 each are awarded annually, mainly on the basis of examinations which are held in the latter part of March. Candidates for these fellowships must make written application, not later than January 1, to the Chairman of the Committee on Fellowships, Professor Samuel E. Bassett, University of Vermont, Burlington, Vermont. There is also a fellowship in Architecture with a stipend of \$1500, concerning which information may be obtained from Professor Edward Capps, Chairman of the Managing Committee, Princeton University, Princeton, N. J.

STUDENT EMPLOYMENT

The University has always assisted a great many students of limited means to reduce their expenses. Besides the system of scholarships and loans already mentioned, there is a Bureau of Student Employment which acts as a clearing house for undergraduate remunerative employment.

HONORS AND PRIZES

HONORS

All students in the freshman and sophomore classes who make an average of 90 or above are given honors.

Students who have shown exceptional attainments in a group of studies covered by the work of one of the departments of the University may become candidates for honors in that department at graduation.

Any department may at its discretion each year offer work the satisfactory completion of which will be one of the requirements for honors. This work shall be in addition to that required for graduation and may take the form either of additional work done in conjunction with the regular courses of the department, or of work independent of such courses. In quantity it shall be at least equivalent to that required for two semester-hours of credit in an advanced course.

The granting of department honors shall be dependent on the fulfillment of the following requirements:

1. In order to be eligible for honors in a department a student must, by the end of the senior year, have completed, with a average grade of at least 90, twenty-four (if department prefers, eighteen) semester-hours of work taken in that department after the freshman year. The student must obtain, on or before October 15 of the senior year, the approval of the head of the department of the courses that constitute the eighteen or twenty-four semester-hours required.

2. The student must enroll for the honors work of the department on or before October 15 of the senior year and must complete this work satisfactorily by the end of the senior year.

3. No student may enroll for the honors work of a department if he is carrying a schedule of regular courses in his senior year in excess of thirty-two semester-hours.

4. No student may enroll for the honors work in more than one department.

5. Those students who make an average grade of 95 in as many as twenty-four semester-hours (eighteen if the department prefers) in courses as above described and complete satisfactorily the honors work prescribed by the department are given highest honors.

The degree of bachelor of arts or bachelor of science with distinction is conferred under the following rules:

Students who have completed as much as three years of their college work in Duke University and who have attained an average grade of 90 are recommended for a degree *magna cum laude*; those who have attained an average grade of 95 are recommended for a degree *summa cum laude*.

MEDALS AND PRIZES

The Wiley Gray Medal was established by the late Robert T. Gray, Esq., of Raleigh, North Carolina, to be awarded annually in memory of his brother. It is given for the graduating oration that shall be, in the opinion of a committee appointed on the day of Commencement, the best speech, with respect to both declamation and composition.

The Fortnightly Club offers annually cash prizes for the best literary productions by undergraduate students of the University.

The Debate Council has authorized the awarding of medals to members of the graduating class who have represented the University in at least two intercollegiate debates. The medals are given by the local chapter of the Tau Kappa Alpha fraternity.

The Southern History Prize is awarded each year for the best essay submitted dealing with a subject relating to Southern History. The prize is twenty-five dollars in cash donated by an anonymous friend of the University. The competition for the prize is conducted under regulations adopted by the Trinity College Historical Society.

The Robert E. Lee Prize is the gift of Reverend A. W. Plyler, of the class of 1892, and of Mrs. Plyler. The sum of one hundred dollars is awarded annually at Commencement, preferably to that member of the senior class who in character and conduct, in scholarship and athletic achievement, in manly virtues and the capacity for leadership has most nearly realized the standard of the ideal student.

The Dean of the College, the Graduate Manager of Athletics, and the President of the Student Council constitute a committee to draft and adopt regulations governing the award.

The Robert Spencer Bell Prize is given by Mr. James A. Bell of the class of 1886 in memory of his son. The sum of

one hundred dollars is awarded annually at Commencement on much the same general principles as is the Robert E. Lee Prize, except that the Robert Spencer Bell Prize is limited to self-help students, and in making the award greater emphasis is placed on the work of the student in literary societies than on his athletic record.

The George F. Ivey Science Prize, established by Mr. George F. Ivey, is awarded each year for the encouragement of scholarship in physics, biology, and chemistry. The prize is fifty dollars in gold and was awarded the first year in physics, the second year in biology, and the third year in chemistry, and thereafter in this rotation unless otherwise determined by the donor.

The following rules have been adopted for the contest :

I. Any undergraduate student having already passed the first general course of eight semester-hours credit in the department concerned and having registered for an advanced course of not less than six semester-hours credit is eligible to compete for the prize.

II. By the end of the first week in May the department concerned will prepare a list of not more than twenty eligibles. The list must be approved by the Dean of the College and then be submitted to all students in courses above the first course in the department who will select by ballot the names of six candidates for the prize. The faculty of the department, acting as a committee, shall select the winner of the prize from among these six candidates.

III. The decision in every case is to be based upon such considerations as originality, industry, and initiative in executing work as well as upon grades.

IV. No student, having once won this prize, may again compete for it.

Dr. R. C. Parker gave to Duke University a silver cup of Chinese manufacture to be used for the encouragement of scholarship in Physics. The award is made annually by a committee from the Department of Physics acting with the President of the University to that student of Physics 1 who by the end of the academic year is judged to show the greatest promise as a student of Physics. The winner is chosen not only for his mathematical grades, but also for his industry, growth in power of reasoning, originality of point of view, and skill in experimentation. The name of the winner is engraved on the cup, of which he is given possession, subject to certain necessary regulations, until the next award is made.

The Iota Gamma Pi Science Fraternity offers an annual prize of twenty-five dollars to a member of the junior class majoring in science who is judged to be the leading student in the scientific courses of the University. The fraternity submits to the judges a list of students eligible for the prize. The committee of award is composed of the Dean of Men, and one member each from the departments of Biology, Chemistry, Physics, and Engineering. The departments concerned choose their own representatives on this committee. The award is made on the following basis: quality of scientific work, 50 points; personality and general ability, 30 points; quality of work in departments other than scientific, 20 points.

The prize is publicly awarded by the president of the fraternity in Chapel during the second week of May.

WINNERS OF MEDALS AND PRIZES, 1927-28

The Wiley Gray Medal—Clarence Ray Carpenter.

The Robert E. Lee Prize—Charles C. Weaver, Jr.

The Robert Spencer Bell Prize—Everett Broadus Weatherspoon.

The George F. Ivey Science Prize—Talmadge Peele.

HONORS IN GENERAL SCHOLARSHIP

DEPARTMENTAL HONORS

HONORS IN BOTANY—Wilbert Armond Jenkins.

HONORS IN CHEMISTRY—J. W. Morgan, W. R. Morgan.

HONORS IN FRENCH—Catherine Mills, Melissa Strother.

HIGHEST HONORS IN GREEK—James Truesdale.

HONORS IN HISTORY—Roma Elizabeth Sawyer.

HONORS IN LATIN—Verona Blalock, Louise Parker.

HIGHEST HONORS IN MATHEMATICS—Gladys White, Mabel Griffin, Anita Scarboro.

HONORS IN MATHEMATICS—G. W. McDowell.

HIGHEST HONORS IN PHYSICS—L. L. Hardin.

SENIOR HONORS

Summa cum laude

James Nardin Truesdale

Magna cum laude

Biggerstaff, Frank Malcolm

Carstarphen, Bryant Bennett

Chandler, Helen Deane

Chandler, Lillian Alice

Craven, Margaret Elizabeth

Griffin, Mabel Jeanette

Hammond, Alfred F., Jr.

Hardin, Lawrence Legare, Jr.

Haywood, Ernest Lee

Hester, Hanselle Lindsay

Hubbard, Leila

Huckabee, Ellen Harris

Kirkpatrick, Charles Atkinson

Kirkpatrick, Rebecca

Lagerstedt, Kenneth Raymond	Parker, Louise Pierce
McDowell, Gladstone Wadley	Rogers, William Stewart
Mills, Catherine	Scarboro, Anita
Morgan, John Wesley	Thompson, Bessie Virginia
Morgan, William Raney, Jr.	White, Gladys Ruth

SOPHOMORE HONORS

Bridgers, Arthur Dooley	Metzenthin, Esther Marie
Cousins, Reba Thurston	Morris, Esther Jane
Dunn, Osborne Eugene	O'Keef, Herbert Edward, Jr.
Giles, Douglas Cardwell	Rousseau, William Hamilton, Jr.
Groves, Catherine	Rubinstein, Nathan
Hancock, Evelyn Margaret	Savage, Joe A.
Huffman, Norman Ara	Simpson, Ola Virginia
Howland, William Franklin, Jr.	Spivey, Nelle
Jenkins, Helen	Stearns, Richard Hopkins
King, George Benjamin, Jr.	Stearns, Thomas Suddard
Lewis, William	Thrift, Charles Tinsley, Jr.
McCurdy, Harold Grier	

FRESHMAN HONORS

Andrews, Henry Lucian	Long, Mrs. J. O.
Cooke, Emma Ellen	McDougall, Kenneth D.
Frank, Grady Craven	Marshall, Whitfield Huff
Gamble, Allen Owen	Moses, Anna Catherine
Higgins, Gladys Merle	Mulholland, Elizabeth Faye
Hocutt, Edgar Jerome	Pratt, Joseph Gaither
Honeycutt, Charles Fletcher, Jr.	Round, George McWain
Jones, Morris	Sellers, William Porter, III
Krupp, Frederick William	Walker, Herman, Jr.

HOLDERS OF SCHOLARSHIPS

JUNIOR SCHOLARSHIPS*

Cousins, Reba Thurston	McCurdy, Harold Grier
King, George B.	Metzenthin, Esther Marie
O'Keef, Herbert Edward, Jr.	

SOPHOMORE SCHOLARSHIPS*

Frank, Grady Craven	Pratt, Joseph Gaither
Higgins, Gladys Merle	Walker, Herman, Jr.
Hocutt, Edgar Jerome	

* These scholarships are awarded only to the five highest ranking members of the class.

COMMENCEMENT, JUNE, 1928

Sunday, June 3, 8:30 p.m.—Baccalaureate Address, Dr. Franklin Simpson Hickman of the School of Religion, Duke University.

Monday, June 4, 8:30 p.m.—Senior Orations.

Tuesday, June 5, 11:00 a.m.—Commencement Sermon, Dr. Frederick Franklin Shannon of Chicago; 6:00 p.m.—The Laying of the First Corner Stone on the New Campus.

Wednesday, June 6, 11:00 a.m.—Commencement Address, Dr. Charles Wesley Flint of Syracuse University.

DEGREES IN COURSE

BACHELOR OF ARTS

Abernethy, Ethel	Chandler, Lillian Alice
Alexander, Welborn Excell	Chandler, Minnie Elizabeth
Atwood, Theodore Winslow	Christian, Nellie Elizabeth
Austin, William Edwin	Colclough, Otho Thomas
Avett, Margie Louise	Cole, Cary Colgate
Beall, Lawrence Lincoln	Coleman, Thomas Rupert
Beasley, Wilbur Morris	Cooke, Cecil Edward
Bennett, Mable Mary	Covington, Hugh Buie
Biggerstaff, Frank Malcolm	Cox, Grace Winnifred
Bishop, Lyman Henry	Cranford, Evelyn Herman
Bivens, Harry Lee	Cranford, Robert Joshua
Blackwell, Margaret	Craven, Margaret Elizabeth
Blalock, Sallie Verona	Cross, Alice Roane
Boggs, Pearl	Cross, Lethia Elizabeth
Bowles, Charles Phillips	Crowder, Willia Evelyn
*Bowling, Jackson	Culp, Harry Richmond
Bradsher, Kenneth Arthur	Davis, Emma Jeffreys
Bridgers, Mamie	Davis, Theodore Alston
Brisgalsky, Philip Israel	Deaton, Laura Belle
Brock, Ikie	Dimmette, Joel Walter
Brock, Yetta Dean	Drake, William Caswell
Brogden, Fannie Elizabeth	Dunn, Millard Charles
Brothers, John Able	Edmonson, Irma Iris
Burch, James Charlie Horton	Edwards, Christine Dixon
Burnette, Hilda Long	Edwards, Earl Bowling
Burt, Lucy Perry	Edwards, Eugene Wahab
Burwell, John Cole, Jr.	Elliott, Lalin Gladys
Cannon, David Primrose	Elmore, George Roy
Carpenter, Clarence Ray	Enos, Alvan Bush
Carpenter, Virginia Magnolia	Ervin, Paul Revere
Carstarphen, Bryant Bennett	Ervin, William Howard
Cartwright, Ella Zena	Falls, Charles Boyce, Jr.
Chandler, Helen Deane	Farr, William Beatty, Jr.

Faucette, Viola Winfield	Jones, Faylene
Finley, Frank Alfred	Jones, Otho Jerome, Jr.
Floyd, William Carlton	Judd, Glenn Ballentine
Fulp, George Vance, Jr.	Kelley, Douglas Leffingwell
Fulton, Ken Etta Alice	Kelley, Rhoda Athaleene
Garrard, Nellie Combs	Kennedy, Joseph Everett
Garren, Martin Thompson	Kidd, John Graydon
Glasson, Mary Embry	Kiker, Frank Wade
Goldberg, Harold Leon	Kirkpatrick, Charles Atkinson
Goldwin, Richard Hobart	Kirkpatrick, Rebecca
Grady, Nancy Ida	Kramer, Willis Krebs
Grant, Elizabeth Carter	Lagerstedt, Kenneth Raymond
Grant, Minnie Spencer	Lathan, Warren Leonard
Gray, Jarome Christopher	Laws, Thelma
Green, Zula Mae	Lee, Virginia Jennings
Griffin, Mabel Jeannette	Leight, Edwin Milton
Grigg, Ben Fred	Lemmond, Harry
Grose, James Chalmus	Litaker, Charles Hart
Guffy, Edith	Lotz, John Henry, Jr.
Hamilton, Charles Everett, Jr.	Lumpkin, Donald Richard
Hamlin, William Thomas	McDowell, Gladstone Wadley
Hammond, Alfred F., Jr.	McKenzie, Elizabeth Claiborne
Hardaway, Elizabeth Annie	McKenzie, William Nelson, Jr.
Hardin, Lawrence Legare, Jr.	Malick, Clay Packer
Harris, Arthur Parker, Jr.	Malone, Eva Candler
Hart, William Albert	Maness, Madison Ward
Hatcher, Robert Lee, Jr.	Martin, Lucile
Hatchett, Edward Wallace	Matheson, Joe Kenneth
Hayes, Walter Harold	*Matheson, Malcolm Randle
Haywood, Ernest Lee	Mercer, Seymour Esmond
Helms, Rufus Marshall	Miller, Charles Henderson, Jr.
*Herman, Alice Palmer	Mills, Catherine
Hester, Hanselle Lindsay	Mingus, Mary Antoinette
Hewitt, Thomas Frederick	Mitchell, John Howard
Hinnant, Irene Baucom	Morgan, John Wesley
Hoey, Isabel Young	Morgan, William Raney, Jr.
Holton, Alford Jesse	Myrick, Annie Lou
Hood, George Franklin	Newbold, William Bradsher
House, Robert Lee	Newman, Sallie Banks
House, Ray Weldon	Newsom, Dallas Walton, Jr.
Howell, Hugh Johnson	Nichols, Henry Archibald
Hubbard, Leila	Parker, Edith Gibbons
Huckabee, Ellen Harris	Parker, Louise Pierce
Hunter, James Magruder, Jr.	Pegram, Allen Woosley
Israel, Kate Ola	Petty, Clara Octavia
*James, Clarence Henry	Phipps, Cynthia Celene
Jarvis, Marina Estmere	Poe, Marguerite
Jenkins, Wilbert Armonde	Pope, Samuel Allen
Jones, Beryl	Priest, Thomas Allen

Purdy, Lewis William
 Quern, Noreen M.
 Reed, Minthorne Woolsey
 Regan, James Robert
 Rogers, Lillian Bernice
 Rogers, William Stewart
 Ross, Claiborne Carl
 Rosser, Mary Hazel
 Royster, Marvin Everett
 Ruark, Robert James
 Saunders, Harry Ivory
 Sawyer, Roma Elizabeth
 Scarboro, Anita
 Schallert, Dorothy Amaryllys
 Shaw, Thomas Jefferson, Jr.
 Shaw, William Henry
 Sherrill, Edith
 Sherrill, Mildred
 Shuford, Norris Valentine
 Shumaker, Ralph Baxter
 Shutt, Thomas Samuel
 Sloan, Louise Withers
 Smathers, Cecil Eugene
 Smith, Emma Lee
 Speed, William Moore, Jr.
 Sronce, John Alexander
 Stamey, Eunice
 Stanfield, William Wesley
 Stevens, Edith Virginia
 Strother, Melissa Adelle
 Stuart, Mary Wylie
 Sullivan, Jordan James

Swain, Louis Hall
 Swaringen, Charles Clinton
 Swofford, Thomas Hoyle
 Tabor, Mary Louise
 Tandy, Elise Lloyd
 Taylor, Ethel May
 Taylor, John Ivor
 Teague, Marvin DeRussell
 Thomas, Ralph Newton
 Thompson, Bessie Virginia
 Thompson, Emerson McLean
 Thompson, Lily Frances
 Thompson, Heyward Chevis
 Tilley, Ernest Clarence
 Truesdale, James Nardin
 Tuttle, Robert Gregory, Jr.
 Tyler, Marie
 Umstead, Dan Holloway
 Varner, John Wesley
 Vaughan, Alma Lee
 Vause, Rubie Jackson
 Walters, Murray Moses
 Warlick, Annie Selma
 Warlick, Kathryn Rebecca
 Weaver, Charles Clinton, Jr.
 Wesley, Lucy
 Weston, Neila Elaine
 White, Gladys Ruth
 Williams, Rachel Kramer
 Wright, Samuel David
 Zachary, Margaret Elizabeth

MASTER OF ARTS

Abrams, William Amos
 Ader, Olin Blair
 Anderson, Elizabeth Holt
 Biscoe, Alvin Blocksom
 Boyd, James Emory
 Broome, Ernest Harry
 Carson, Thomas Coleman
 Christe, Doris Virginia
 *Claytor, Lois Evelyn
 Coltrane, James Elbridge
 Davis, Ethel May
 Doub, Isabel Bryan
 Edwards, Sophia Ryman
 Farrar, Paul Galloway

Griffith, Emily Camilla
 Grigg, Womble Quay
 Hardaway, Richard Travis
 Hayes, Samuel Banks, Jr.
 *Hinson, Kate Townsend
 Hodges, John Kennedy
 Honeycutt, Charles Bailey
 Kearney, May Belle
 Keech, James Maynard
 Kirkpatrick, Donald Everette
 Little, Mary Evelyn
 Lohr, Elida Emmeline
 Lotspeich, Jane Inman
 McDonald, Monnie

* Degree conferred *in absentia*.

Mabry, William Alexander
 Maness, Levi Rufus
 Matheny, Voris Awilda
 Morris, Clara Elizabeth
 *Morris, William Edward, Jr.
 Mumford, Lawrence Quincy
 Orfield, Lester Barnhardt
 Parham, Lillian Susienne
 Parrish, Allene Marie
 Potter, Robert Duhaime
 Ramsey, James Earl

Russell, Marcia Rachel
 *Saylor, John Henry
 Simpson, Elmer Mitchell
 Simpson, William Hays
 Snuggs, Henry Lawrence
 Sugden, Herbert Wilfred
 Turnipseed, Marie
 Whitener, Annie Elizabeth
 Woody, Robert Hilliard
 Wynne, George Baker

MASTER OF EDUCATION

Cooke, Dennis Hargrove
 Kanoy, Donald Wooley
 Logan, Leslie Emory

McRae, Luther Cecil
 Waters, Audley Alexander

BACHELOR OF DIVINITY

Kelley, Walter Richard

DOCTOR OF PHILOSOPHY

Holl, Frederick John, B.S., The University of Buffalo; A.M., The University of Wisconsin.

Dissertation: *An Ecological Study of Certain North American Animals with Special Reference to Their Parasites.*

Rumbold, Dean Warren, A.B., The University of Buffalo.

Dissertation: *The Ecology of the Helminth Parasites of Testudinata.*

SENIOR ORATIONS

CLARENCE RAY CARPENTER.....Cherryville, North Carolina
Peace and the International Mind

WILLIAM ALBERT HART.....Easley, South Carolina
Will Our Civilization Destroy Itself?

HANSELLE LINDSAY HESTER.....Winston-Salem, North Carolina
The New Success

MURRAY MOSES WALTERS.....Monroe, North Carolina
Engines of War and Engines of Peace

APPOINTMENTS FOR COMMENCEMENT

The chief marshall and manager for Commencement are selected by the Hesperian and Columbian Literary Societies. In the selection of these officers the societies alternate. The assistants are appointed by the chiefs.

* Degree conferred *in absentia*.

ROLL OF STUDENTS 1928-1929

GRADUATE STUDENTS

[NOTE: This list includes the names of all persons registered as graduate students during the twelve months preceding Commencement Day, June, 1929. The symbol (S) indicates that the student took part or all of his graduate courses in the Summer Session of 1928.]

Acey, Archie Everette,	Chatham,	Virginia
	A.B. (Randolph-Macon), Religion. (S)	
Aiken, Leonora Marshall,	Hickory,	North Carolina
	A.B. (Duke), French. (S)	
Akerstrom, Frances Elizabeth,	New York,	New York
	A.B. (Maryville), Education. (S)	
Allen, Gay Wilson,	Canton,	North Carolina
	A.B. (Duke), English, History. (S)	
Allen, Ivey, Jr.,	Oxford,	North Carolina
	A.B. (Duke), Chemistry.	
Anderson, Elizabeth Holt,	Haw River,	North Carolina
	A.B., A.M. (Duke), History.	
Anderson, Ewing,	Gainesville,	Florida
	A.B. (University of Florida), English.	
Anderson, Mildred Everett,	Durham,	North Carolina
	A.B. (Marygrove College), Psychology, Zoology.	
Arrowood, Isabel,	Sharon,	South Carolina
	A.B. (Flora MacDonald), B.S. (Columbia), Latin.	
Ashburn, Karl Everett,	Handley,	Texas
	A.B., A.M. (Texas Christian University), Economics	
Ashford, Mozelle Quillian,	Athens,	Georgia
	A.B. (Florida State College for Women)	
	A.M. (Clark University), Psychology.	
Ashley, Clifton Pitman,	Fairmont,	North Carolina
	A.B. (Duke), Education. (S)	
*Barker, Felix Scott,	Lansing,	North Carolina
	A.B. (Duke), Education.	
Barnes, Ralph Willet,	Shiloh,	Ohio
	A.B. (Ohio Wesleyan), Physics, Mathematics.	
Barringer, Hugh Perry,	Statesville,	North Carolina
	A.B. (Lenoir-Rhyne), Education, History. (S)	
Basler, Roy Prentice,	Brunswick,	Missouri
	A.B. (Central College), English, Philosophy.	
Bayne, Hazel Mae,	Magnolia,	North Carolina
	A.B. (George Washington), English, Education. (S)	
Beasley, Blair Edward,	Apex,	North Carolina
	A.B. (Duke), Education, English. (S)	
Beasley, Wilbur Morris,	Apex,	North Carolina
	A.B. (Duke), Biology. (S)	
Bell, Lila McLin,	Graham,	North Carolina
	A.B. (North Carolina College for Women), Education, Psychology. (S)	
Bennett, Charles Glenn,	Durham,	North Carolina
	A.B. (Duke), Education. (S)	
Bickers, John Lawrence,	Auburn,	Georgia
	A.B. (Atlantic Christian College), Education. (S)	

* The degree of Bachelor of Arts to be conferred in June, 1929.

*Bird, Matthew John,	Chelsea,	Massachusetts
	A.B. (Duke), History.	
Bizzell, Alma Bridges,	Goldsboro,	North Carolina
	A.B. (Salem), Education, Mathematics. (S)	
Blake, Nelson Morehouse,	Hyattsville,	Maryland
	A.B. (George Washington), History, Economics.	
Blalock, Sallie Verona,	Willow Springs,	North Carolina
	A.B. (Duke), Latin, Greek.	
Boddie, Leah,	Greenville,	Tennessee
	A.B. (North Carolina College for Women), A.M. (Duke), English, Psychology. (S)	
Boswell, Gordon Elroy,	Black Creek,	North Carolina
	A.B. (Atlantic Christian College), Chemistry, Education.	
Bowman, George Michael,	Elk Park,	North Carolina
	Ph.B. (Milligan, Tenn.), English, Psychology. (S)	
Boyd, Robert Edwin,	Fountain,	North Carolina
	A.B. (University of North Carolina), Education, English. (S)	
Brady, Cornelia,	Wilmington,	North Carolina
	A.B. (North Carolina College for Women), Education. (S)	
Brady, Elbert Carl,	Bennett,	North Carolina
	A.B. (Elon), Education, English. (S)	
Brame, Elsie,	Kenly,	North Carolina
	A.B. (North Carolina College for Women), English, Education. (S)	
Brewer, Ann Eliza,	Raleigh,	North Carolina
	A.B. (Meredith), French. (S)	
Britton, George Taylor,	Greeneville,	Tennessee
	A.B. (Tusculum), Political Science, Economics.	
Broadway, Blanche McKinsey,	Durham,	North Carolina
	A.B. (Duke), English, History. (S)	
Broome, Hoyle Sidney,	Monroe,	North Carolina
	A.B. (Duke), Education. (S)	
Brothers, John Abel,	Elizabeth City,	North Carolina
	A.B. (Duke), History. (S)	
Browning, Henry Donaldson,	Wilmington,	North Carolina
	A.B. (Wake Forest), Education, Economics.	
*Buffaloe, Ethel May,	Raleigh,	North Carolina
	A.B. (Duke), History, Education. (S)	
Bunch, Bamma,	Owensboro,	Kentucky
	A.B. (University of Kentucky), History.	
Burch, James Charlie Horton,	Durham,	North Carolina
	A.B. (Duke), English, French.	
Caldwell, Lawrence McClure,	Maiden,	North Carolina
	A.B. (Wake Forest), Zoology. (S)	
Canaday, Ernest Franklin,	Raleigh,	North Carolina
	A.B. (William Jewell College), A.M. (University of Missouri), Mathematics.	
Carpenter, Clarence Ray,	Cherryville,	North Carolina
	A.B. (Duke), Psychology, Zoology, Philosophy, Economics. (S)	
Carpenter, David William,	Maiden,	North Carolina
	A.B., A.M. (Duke), Physics. (S)	
Carpenter, Virginia Magnolia,	Durham,	North Carolina
	A.B. (Duke), Education. (S)	
Carr, Isaac Newton,	Mars Hill,	North Carolina
	A.B., A.M. (Carson-Newman), A.M. (University of North Carolina), History.	
Carr, Virginia Merritt,	Wilmington,	North Carolina
	A.B. (Duke), Education. (S)	

* The degree of Bachelor of Arts to be conferred in June, 1929.

Carroll, Charles Fisher,	Raleigh,	North Carolina
A.B. (Duke), Economics, Education. (S)		
Carroll, Mary Swann,	Morristown,	Tennessee
A.B. (University of Tennessee), A.M. (University of Wisconsin), History.		
Carroll, Zoe Wells,	Morristown,	Tennessee
A.B. (University of Tennessee), Zoology, Psychology.		
Chaffin, Nora Campbell,	Roanoke Rapids,	North Carolina
A.B. (Duke), History. (S)		
Chambers, Cora Wright,	Durham,	North Carolina
A.B. (Randolph-Macon Woman's College), History. (S)		
Chandler, Helen Deane,	Gastonia,	North Carolina
A.B. (Duke), English, History.		
Chang, Yeh Tseng,	Soochow,	China
A.B. (Fuh Tan University), Education, Psychology, Economics.		
Cheatham, Cora Lee,	Greenwood,	South Carolina
B.S. (Coker College), Botany, Zoology.		
†Chen, William Yuanlung,	Foochow,	China
A.B., A.M. (Syracuse)		
Chesley, Leon Carey,	Hop Bottom,	Pennsylvania
B.S. (Susquehanna University), Zoology, Chemistry.		
Clark, Blanche Henry,	Danville,	Kentucky
A.B. (Duke), History, Political Science		
Clarkson, John Montgomery,	Heinemann,	South Carolina
A.B. (Wofford), A.M. (Duke), Mathematics, Physics		
Coiner, Elizabeth Hampden,	Durham,	North Carolina
A.B. (Duke), History. (S)		
Conger, Margaret Esther,	Statesville,	North Carolina
A.B. (Duke), Education. (S)		
Conley, Donald Hayes,	Lenoir,	North Carolina
A.B. (Duke), Education, Economics. (S)		
Cooke, Cecil Edwards,	Durham,	North Carolina
B.S. (North Carolina State College), A.B. (Duke), Education. (S)		
Cooke, Dennis Hargrove,	Oxford,	North Carolina
A.B., Ed.M. (Duke), Education, Psychology.		
Copeland, Madeline,	Durham,	North Carolina
A.B. (North Carolina College for Women), History.		
Couch, Marie Love,	Durham,	North Carolina
A.B. (Duke), Mathematics, Education. (S)		
Cox, Meredith James,	Richmond,	Kentucky
A.B., A.M. (Peabody College), Chemistry.		
Craddock, Elizabeth Jane,	Lenoir,	North Carolina
A.B. (Duke), Education, Psychology. (S)		
Craig, Jane Marie,	Granada,	Mississippi
A.B. (Winthrop), B.S. (Columbia University), Psychology, Education. (S)		
Craven, Alice Holman,	Ridgecrest,	North Carolina
A.B. (Duke), Education. (S)		
Croy, Oakley Easley,	Swannanoa,	North Carolina
A.B., B.D. (Pasadena College), Religious Education, Church History.		
Cude, Wendell Holmes,	Colfax,	North Carolina
A.B. (Guilford), Education. (S)		
Cunningham, Marcus Earl	Fayetteville,	Arkansas
A.B. (University of Arkansas), New Testament, Old Testament, Psychology of Religion.		
Currie, Clara Barrett,	New Bern,	North Carolina
A.B. (Duke), Education. (S)		
Currin, Annie Lou,	Northside,	North Carolina
A.B. (Duke), Education. (S)		

† On leave of absence.

Curtis, Kader Randolph,	Wilson,	North Carolina
	A.B. (Wake Forest), Education. (S)	
Davis, Jewel,	Meigs,	Georgia
	A.B. (University of Georgia), English. (S)	
Davis, Mary Alderman,	Gastonia,	North Carolina
	B.S. (North Carolina College for Women), Education. (S)	
Davis, Rose May,	South Norfolk,	Virginia
	A.B., A.M. (Duke), Chemistry.	
Dehler, Sophie Anne,	Chicago,	Illinois
	A.B. (Wisconsin), Zoology.	
Dorsett, Kathryn Ella,	Ashboro,	North Carolina
	A.B. (Guilford), English. (S)	
Doub, Isabel Bryan,	Rocky Mount,	North Carolina
	B.Litt. (Flora MacDonald), English. (S)	
Drecktrade, Katherine Adelaide,	Ridgewood,	New York
	A.B. (New Jersey College for Women), Education. (S)	
Drummond, Clyde,	Auburn,	Alabama
	B.S. (Alabama Polytechnic Institute), Education, English.	
Dunn, Ione Henderson,	Asheville,	North Carolina
	(North Carolina College for Women, Diploma), Education, Psychology.	
Dunn, Maud Wilkerson,	Durham,	North Carolina
	A.B. (Duke), Education. (S)	
Dunn, Millard Charles,	Charlotte,	North Carolina
	A.B. (Duke), Zoology.	
Echterbecker, Charles Frederick,	St. Paul	Minnesota
	A.B. (Dartmouth), Psychology.	
Edgerton, Roland Ottis,	Portsmouth,	Virginia
	A.B. (Duke), Education. (S)	
Ehrlich, John,	New York,	New York
	B.S. (Cornell), Botany, Chemistry.	
Elliott, Emmet Roach,	Darlington Heights,	Virginia
	B.S. (Hampden-Sidney), Mathematics, Physics.	
Ervin, Ernest Lamont,	North Charlotte,	North Carolina
	A.B. (Duke), Education, Spanish. (S)	
Everett, William Walton,	Savannah,	Georgia
	A.B., A.M., B.S.Ed. (Mercer), Zoology.	
Fanning, Frederick Deveau	Durham,	North Carolina
	A.B. (Duke), Chemistry, Zoology. (S)	
Fennell, Richard Adams,	Decatur,	Georgia
	A.B. (Birmingham-Southern), Zoology.	
Fisher, Herbert Adam,	Raleigh,	North Carolina
	Grad. U. S. Naval Academy, M.S. (North Carolina State College), Mathematics	
Flanders, Ralph Betts,	Macon,	Georgia
	A.B., A.M. (Emory University), History.	
Forman, Eleanor Brynberg,	Elsmere,	Delaware
	B.S. (Columbia University), Psychology, Education. (S)	
Fort, Elbert William,	Lumber Bridge,	North Carolina
	A.B. (Guilford), Education. (S)	
*Franko, Alfred M.	Mount Vernon,	New York
	A.B. (Duke), History, Economics.	
Frazey, Hollis Everett,	Hendersonville,	North Carolina
	B.S. (Northeast Missouri State Teachers College), Economics. (S)	
Fulenwider, Paul Edward,	Salisbury,	North Carolina
	A.B. (Lenoir-Rhyne), History. (S)	
Garner, George Lee,	A. and M. College, Mississippi	
	A.B. (Mississippi State College for Women), History.	

* The degree of Bachelor of Arts to be conferred in June, 1929.

Garrard, Annie Walker,	Durham,	North Carolina
	A.B. (Duke), History.	
Garrett, Mattie Lillian,	Durham,	North Carolina
	A.B. (Duke), Education. (S)	
Garrison, Roy Charles,	Timberlake,	North Carolina
	A.B. (Carson-Newman), Psychology, Education. (S)	
Gault, Marvin Gideon,	Bamberg,	South Carolina
	A.B. (Erskine), Mathematics, Education.	
Gibbs, John Ernest, Jr.,	Charleston,	South Carolina
	B.S. (College of Charleston), Psychology, Education. (S)	
Gill, H. Aurelia,	Richmond,	Virginia
	A.B. (University of Richmond), Zoology. (S)	
Gist, Joseph Andrew,	Winnsboro,	Texas
	A.B. (East Central State Teachers College), Religion. (S)	
Glasson, Lucy Fleming	Durham,	North Carolina
	A.B. (Duke), English, French, German. (S)	
Gobbel, Luther Lafayette,	Durham,	North Carolina
	A.B., A.M. (Duke), Religious Education.	
Goodwin, Ernest Boyd,	Efland,	North Carolina
	A.B. (Wofford), History. (S)	
Grady, Edgar Norwood,	Seven Springs,	North Carolina
	A.B. (Atlantic Christian College), Economics, Education. (S)	
Graham, Adelaide Belle,	Durham,	North Carolina
	A.B. (Duke), Education. (S)	
Grant, James Newitt,	Bailey,	North Carolina
	A.B. (Duke), Physics. (S)	
Grant, Minnie Spencer,	Lake Landing,	North Carolina
	A.B. (Duke), History, English.	
Gray, Elizabeth,	Durham,	North Carolina
	A.B. (Duke), Education.	
Gray, Theron Arthur,	Ruth,	North Carolina
	A.B. (Duke), Education, History. (S)	
Green, Ernest Joshua,	Columbia,	South Carolina
	A.B. (Duke), English. (S)	
Green, Mary Virginia,	Durham,	North Carolina
	A.B. (Duke), Education. (S)	
Greene, Fred Woodside,	Wilson,	North Carolina
	A.B. (Duke), Education. (S)	
Gregory, George McKendrick,	New Canaan,	Connecticut
	A.B. (Yale), English.	
Grigg, Claud,	Durham,	North Carolina
	A.B. (Duke), Education, Religion. (S)	
Grigg, Ivey Franklin,	Valdese,	North Carolina
	A.B. (Duke), Education. (S)	
Haltiwanger, Robert Sydney,	Winston-Salem,	North Carolina
	B.S. (Davidson), Education. (S)	
Hamilton, Charles Everett,	Winston-Salem,	North Carolina
	A.B. (Duke), Education. (S)	
Hammond, Alfred Franklin,	Pollocksville,	North Carolina
	A.B. (Duke), Education.	
Hampton, Lelia,	Chapel Hill,	North Carolina
	A.B. (North Carolina College for Women), English.	
Hardaway, Richard Travis,	Durham,	North Carolina
	A.B., A.M. (Duke), German.	
Hargett, Edna Maude,	Frederick,	Maryland
	A.B. (Hood), Education, History. (S)	
Harper, James Cunningham,	Lenoir,	North Carolina
	B.S. (Davidson), A.M. (University of North Carolina), Education. (S)	

Harrelson, John William,	Raleigh,	North Carolina
B.E., M.E. (North Carolina State College), Mathematics.		
Harris, Clarence Ligon,	Anniston,	Alabama
A.B. (Wofford), Zoology. (S)		
Harris, Florence Catherine,	Washington,	North Carolina
A.B. (Duke), Education. (S)		
Harris, Hyman LeRoy,	Greenville,	North Carolina
A.B. (Atlantic Christian College), History.		
Harvill, Richard Anderson,	Magnolia,	Mississippi
B.S. (Mississippi A. and M. College), A.M. (Duke), Economics.		
Harward, Morata Beatrice,	Durham,	North Carolina
A.B. (Duke), English. (S)		
Hayes, Walter Harold,	Durham,	North Carolina
A.B. (Duke), English, French.		
Hazelwood, Lucy Linwood,	Kenbridge,	Virginia
A.B. (Randolph-Macon Woman's College), Economics, Education. (S)		
Hazelwood, Willie Gertrude,	Kenbridge,	Virginia
A.B. (Randolph-Macon Woman's College), Education. (S)		
Hefley, Harold Martin, II.,	Norman,	Oklahoma
B.S., M.S. (University of Oklahoma), Zoology.		
Helms, Rufus Marshall,	Morehead City,	North Carolina
A.B. (Duke), Education. (S)		
Henry, Sibyl,	Lenoir,	North Carolina
A.B. (University of North Carolina), Education, Psychology. (S)		
Hipp, Bertha Carl,	Charlotte,	North Carolina
A.B. (Duke), Religion.		
Hockaday, Kathryn Emmeline,	Lillington,	North Carolina
A.B. (North Carolina College for Women), Education. (S)		
Hodges, John Kennedy,	Denmark,	South Carolina
A.B. (Wofford), A.M. (Duke), Chemistry.		
Holt, James Thomas,	Southerlin,	Virginia
A.B. (Duke), History. (S)		
Holton, Aura Chaffin,	Durham,	North Carolina
A.B. (Duke), English, Psychology. (S)		
Honeycutt, Grace Mary,	Burnsville,	North Carolina
A.B. (Meredith), English, Education. (S)		
Honeycutt, Pauline Penny,	Raleigh,	North Carolina
A.B. (Meredith), Education. (S)		
House, Ray Weldon,	Statesville,	North Carolina
A.B. (Duke), Education, French. (S)		
House, Robert Lee,	Franklinton,	North Carolina
A.B. (Duke), Religious Education. (S)		
Huff, Martha Rebecca,	York,	Alabama
A.B. (Shorter), Mathematics. (S)		
Humphrey, Margie Leila,	Red Springs,	North Carolina
A.B. (North Carolina College for Women), Education. (S)		
Hunter, Annie May,	Henderson,	North Carolina
A.B. (North Carolina College for Women), Education.		
Ide, Walter Swetland,	Lehman,	Pennsylvania
B.S. (Susquehanna University), Chemistry, Physics.		
*Ireland, William Nelson,	Hamptonville,	North Carolina
A.B. (Duke), History, Church History.		
Jeffries, Elizabeth,	Gaffney,	North Carolina
A.B. (Stetson University), Education, Economics. (S)		
Jenkins, Agnes Estelle,	Ayden,	North Carolina
A.B. (Atlantic Christian College), Education. (S)		

* The degree of Bachelor of Arts to be conferred in June, 1929.

Jenkins, Sanford Swindell,	Durham,	North Carolina
	A.B., A.M. (Duke), Chemistry.	
Jenkins, Wilbert Armonde,	Durham,	North Carolina
	A.B. (Duke), Zoology, Botany.	
Jones, Miriam Matheny,	Durham,	North Carolina
	A.B. (University of South Carolina), A.M. (Columbia), Psychology.	
Jordan, Malona Jewell,	Winston-Salem,	North Carolina
	A.B. (North Carolina College for Women), Education. (S)	
Jordan, Margaret Louise,	Salisbury,	North Carolina
	A.B. (Duke), Education, English. (S)	
Jordan, Rachel Young,	Smithfield,	North Carolina
	A.B. (Salem), Education. (S)	
Kale, Sidney Maxwell,	Rockwell,	North Carolina
	A.B. (Duke), Education. (S)	
†Keech, James Maynard,	Tarboro,	North Carolina
	A.B., A.M. (Duke), Economics.	
Keever, Homer Maxwell,	Lewisville,	North Carolina
	A.B. (Duke), Religion.	
Kellam, William Porter,	Durham,	North Carolina
	A.B. (Duke), Education, History. (S)	
Kelley, Aubrey Walsh,	Washington,	North Carolina
	A.B. (Ohio Wesleyan), Education. (S)	
Kendall, Benjamin Franklin,	Norwood,	North Carolina
	A.B., A.M. (Duke), Physics. (S)	
Kennedy, Grace Brown,	Durham,	North Carolina
	A.B. (Duke), French, History. (S)	
Ketcham, William Manly,	Seven Springs,	North Carolina
	A.B. (Wesleyan), Education.	
Ketring, Ruth Anna,	Richmond,	Indiana
	A.B. (Earlham), History. (S)	
Kirkpatrick, Charles Atkinson,	Thomasville,	North Carolina
	A.B. (Duke), Economics.	
Kluttz, Katherine Lavinia,	Durham,	North Carolina
	A.B. (Duke), Education. (S)	
Kluttz, Lillie Mae,	Durham,	North Carolina
	A.B. (Duke), Chemistry. (S)	
Knight, Mary Latham,	Asheville,	North Carolina
	A.B. (Duke), French, Education, Psychology. (S)	
Kolb, Ernest Connors,	Sumter,	South Carolina
	A.B. (Furman), Th.B. (Southern Baptist Seminary), Church History, Religious Education.	
Kressin, Virginia Stanton,	Durham,	North Carolina
	A.B. (University of South Dakota), Latin, Greek.	
Kumro, Donald Milheim,	Tonawanda,	New York
	B.S. (University of Buffalo), M.A. (University of Illinois), Chemistry.	
Kyles, Alpheus Alexander,	Mooreville,	North Carolina
	A.B. (Duke), Church History.	
Lackey, Oscar Napoleon,	Hico,	Texas
	A.B. (Valparaiso), A.M. (Duke), Chemistry.	
Lagerstedt, Kenneth Raymond,	Brockton,	Massachusetts
	A.B. (Duke), German, French, History.	
*Larsen, Edith,	Kenosha,	Wisconsin
	A.B. (Duke), Zoology, Chemistry.	
Ledbetter, Jap,	Shelby,	North Carolina
	A.B. (Duke), Education. (S)	

† On leave of absence.

* The degree of Bachelor of Arts to be conferred in June, 1929.

Ledbetter, Margaret,	Princeton,	North Carolina
	A.B. (Duke), Sociology.	
Lee, Albert Edwards,	Polkton,	North Carolina
	A.B. (Mercer), Education. (S)	
Lee, Frank Adolph, Jr.	Raleigh,	North Carolina
	A.B. (Randolph-Macon), A.M. (University of Virginia), Mathematics.	
Lee, Mildred,	Monroe,	North Carolina
	A.B. (Duke), Education. (S)	
Lefler, Bayne Wesley,	Concord,	North Carolina
	A.B. (Asbury), Religion, Education. (S)	
Lefler, Laura Hartsell,	Concord,	North Carolina
	A.B. (Asbury), English. (S)	
LeGrand, Mrs. Nathan Wilson,	Hamlet,	North Carolina
	A.B. (Greensboro College for Women), Education. (S)	
LeGwin, Mary McCullen,	Wilmington,	North Carolina
	A.B. (Duke), English, Education. (S)	
Lindsay, Seaton Gales,	Durham,	North Carolina
	A.B. (University of North Carolina), Education, Psychology. (S)	
Little, Lawrence Calvin,	Durham,	North Carolina
	A.B. (Davidson), Education, Religious Education.	
Little, Mary Evelyn,	Suffolk,	Virginia
	A.B. (University of Richmond) A.M. (Duke), Chemistry. (S)	
Long, Albert Anderson,	Durham,	North Carolina
	A.B. (University of North Carolina), Education, Psychology. (S)	
McAllister, Irene,	McKeesport,	Pennsylvania
	A.B. (Bucknell), Education. (S)	
McCain, James Allen,	Greenville,	South Carolina
	A.B. (Wofford), English, German.	
McCarson, Anna Murray,	Durham,	North Carolina
	A.B. (Duke), Education. (S)	
McCrary, Claris,	Asheville,	North Carolina
	B.S. (Lincoln Memorial University), Education. (S)	
McCulloch, Thomas Logan,	Fullerton,	California
	A.B. (Whittier College), Psychology, Zoology.	
McDevett, Mae Stancill,	Durham,	North Carolina
	A.B. (Atlantic Christian College), Education. (S)	
McDonald, Ralph Waldo,	Fayetteville,	North Carolina
	A.B. (Hendrix), A.M. (Duke), Education. (S)	
McGee, Van Ward,	Whitakers,	North Carolina
	A.B., A.M. (University of North Carolina), Chemistry. (S)	
McGranahan, Zilpha,	Durham,	North Carolina
	A.B. (Duke), Education. (S)	
McIntosh, Clifton Brooke,	Norfolk,	Virginia
	A.B. (Duke), French. (S)	
McKay, Irving Bascom,	Durham,	North Carolina
	A.B., A.M. (Duke), Education.	
McKinney, William Harold,	Murphy.	North Carolina
	A.B. (Furman), Education, English. (S)	
McNew, Eugene Kent,	Winston-Salem,	North Carolina
	A.B. (Hampden-Sidney), Education. (S)	
McRae, Luther Cecil,	Durham,	North Carolina
	A.B., Ed.M., (Duke), Education.	
Maden, William Lee,	Jonesboro,	Tennessee
	A.B. (Tusculum), French, History.	
Manchester, Alan Krebs,	Asheville,	North Carolina
	A.B. (Vanderbilt), A.M. (Columbia), History.	
Mangum, Carmen Erselle,	Durham,	North Carolina
	A.B. (Duke), Education. (S)	

Manning, John Eber,	Jamesville,	North Carolina
B.S., M.S. (University of Arkansas), Education.	(S)	
Mansfield, Mamie,	Durham,	North Carolina
A.B. (Duke), Psychology.	(S)	
Marable, William Irvine,	Chase City,	Virginia
A.B. (William and Mary), A.M. (University of Virginia), English, French.		
Marr, Claude Canie,	Bryson City,	North Carolina
A.B. (Duke), Education.	(S)	
Marshbanks, Burgess Pinckney,	Buies Creek,	North Carolina
A.M., LL.B. (Wake Forest), Education, Mathematics.	(S)	
Martin, Thomas Leon,	Durham,	North Carolina
A.B. (Duke), Education, English.	(S)	
*Matheson, William McRae,	Mt. Gilead,	North Carolina
A.B. (Duke), Education.		
Mathews, Joseph Chesley,	Jacksonville,	Florida
A.B. (Furman), English.	(S)	
Matthews, Jessie,	Durham,	North Carolina
A.B. (Winthrop), History.		
*Mayo, Louis Allen,	Durham,	North Carolina
A.B. (Duke), Philosophy, Psychology.		
Meredith, Flora Marie,	Fort Pierce,	Florida
A.B. (Duke), Psychology.	(S)	
Merriitt, Ethel Hall,	Laurinburg,	North Carolina
A.B. (Duke), Education.	(S)	
Miller, Mary Scales ,	Washington,	D. C.
A.B. (University of North Carolina), Religious Education.		
Milner, Morris Edwin,	Wilmington,	North Carolina
A.B. (University of Richmond), Education.	(S)	
Mingus, Sigmon Henry,	Connelly Springs,	North Carolina
A.B. (Duke), Education, History.	(S)	
Moffit, James William,	Dayton,	Tennessee
B.S. (East Tennessee Teachers College), Religion, Church History,		
History.	(S)	
*Montgomery, M. Elizabeth,	Burlington,	North Carolina
A.B. (Duke), English.		
Moore, Bertha,	Fayetteville,	North Carolina
B.S. (Salem), History, Education, Economics.	(S)	
Moore, John Watson,	Winston-Salem,	North Carolina
A.B. (Davidson), Education.	(S)	
Morrison, Harriet Newell,	Maxton,	North Carolina
A.B. (University of North Carolina), Latin.	(S)	
Mulholland, Vester Moye,	Durham,	North Carolina
A.B., A.M. (Duke), English, Psychology.	(S)	
Nance, Jeanette,	Asheville,	North Carolina
A.B. (Greensboro College), French.	(S)	
Neal, John Washington,	Durham,	North Carolina
A.B., A.M. (Duke), Education.	(S)	
Nichols, Hugh Lester,	Durham,	North Carolina
A.B. (Duke), Religion.	(S)	
Nichols, Margaret Claire,	Durham,	North Carolina
A.B. (Duke), French.	(S)	
Noell, Lizzie Reade,	Durham,	North Carolina
A.B. (Duke), English.		
Nunn, Lilian Via,	Farmville,	Virginia
A.B. (Farmville State Teachers College), Education, History.		
Ogden, Warren Cox,	Mobile,	Alabama
A.B. (Davidson), History, English.		

* The degree of Bachelor of Arts to be conferred in June, 1929.

Outland, Mabel Pollock,	Kinston,	North Carolina
	A.B. (Salem), Education. (S)	
Pace, Donald Metcalf,	Hanover,	Pennsylvania
	B.S. (Susquehanna), Zoology, Chemistry.	
Parks, E. Taylor,	Mulberry,	Tennessee
	A.B. (Carson-Newman), A.M. (University of Tennessee), History.	
*Parrish, Robert Clifton,	Durham,	North Carolina
	A.B. (Duke), Economics.	
Patterson, John Clarke,	Uvalde,	Texas
	A.B., A.M. (University of Texas), History.	
Perkinson, Helen Marion,	Durham,	North Carolina
	A.B. (Duke), Education. (S)	
Perry, Eustace Rivers,	Mount Pleasant,	North Carolina
	A.B. (Duke), Education, History. (S)	
Perry, Herbert Judson,	Raleigh,	North Carolina
	A.B. (Acadia), B.D., A.M. (Colgate), Education. (S)	
Pettigrew, Richard Campbell,	Buies Creek,	North Carolina
	A.E. (Furman), A.M. (University of North Carolina), English. (S)	
Pettis, Charles Semple,	Spartanburg,	South Carolina
	B.S., M.S. (University of Wisconsin), Mathematics.	
Petty, Clara Octavia,	Durham,	North Carolina
	A.B. (Duke), Education, English.	
Plaster, Roger Glenn,	Kannapolis,	North Carolina
	A.B. (Lenoir-Rhyne), Physics, Mathematics.	
Poole, Lucille Johnson,	Clayton,	North Carolina
	A.B. (Flora MacDonald), Education. (S)	
Poole, Marvin Bailey,	Clayton,	North Carolina
	A.B. (University of North Carolina), Education. (S)	
Pope, Samuel Allen,	Durham,	North Carolina
	A.B. (Duke), Education. (S)	
Powell, Mary Ellen,	Guilford College,	North Carolina
	A.B. (Greensboro College), Mathematics, Latin.	
Powell, Thomas Edward, Jr.,	Elon College,	North Carolina
	A.B. (Elon), A.M. (University of North Carolina), Zoology, Botany.	
Powell, William Ernest,	Spencer,	North Carolina
	A.B., A.M. (Duke), Education. (S)	
Price, Curtis,	Gilkey,	North Carolina
	A.B. (Duke), Education. (S)	
Price, Llewellyn Ivor,	Porto Alegre,	Brazil
	A.B. (Henderson-Brown), History, Economics.	
Pridgen, Lorraine Isley,	Durham,	North Carolina
	A.B. (Duke), English.	
Pulliam, Bessie Maynard,	Durham,	North Carolina
	A.B. (Greensboro College), Education. (S)	
Quern, Noreen Maudsley,	Charlotte,	North Carolina
	A.B. (Duke), Education. (S)	
Ratchford, Benjamin Ulysses,	Gastonia,	North Carolina
	A.B. (Davidson), A.M. (Duke), Economics.	
Raynor, Kenneth Tyson,	Wake Forest,	North Carolina
	A.B. (Wake Forest), Mathematics. (S)	
Reaves, Lucile,	Mullins,	South Carolina
	A.B. (Coker), Education. (S)	
Redwine, Bessie,	Lexington,	North Carolina
	A.B. (High Point College), History, English.	
Rhyne, Walter N.	Leland,	North Carolina
	A.B. (Duke), Economics, Education. (S)	

* The degree of Bachelor of Arts to be conferred in June, 1929.

Rivera, Rodolfo Osvaldo,	Barranquitas,	Porto Rico
A.B. (Southwestern Louisiana Institute), History, Economics.		
Robert, Joseph Clark,	Macon,	Mississippi
A.B. (Furman), History, Political Science.		
Roberts, Ivan Leard,	Ruffin,	North Carolina
A.B. (Duke), Religion. (S)		
Robertson, Archibald Thomas, Jr.,	Louisville,	Kentucky
A.B. (Harvard), English.		
*Rodriguez, Andres,	Cartagena,	Colombia
A.B. (Duke), Zoology.		
Rogers, Henry Harper,	Raleigh,	North Carolina
B.S. (North Carolina State College), Physics, Mathematics, German.		
Rooker, Bessie Alice,	Norlina,	North Carolina
A.B. (Duke), Education.		
Root, Raymond Willard,	Bolivar,	New York
A.B. (Milton), Zoology.		
Rose, Mark Spurgeon,	Durham,	North Carolina
A.B. (Duke), Education. (S)		
Ross, Hugh Herbert,	Wilson,	North Carolina
A.B. (Atlantic Christian College), Education. (S)		
Royall, Adelaide Elizabeth,	Durham,	North Carolina
A.B. (Duke), Education.		
Ruddick, Girard Bliss,	Ardmore,	Pennsylvania
A.B. (Swarthmore), Economics.		
Runyan, Theodore,	Chicago,	Illinois
A.B. (Baker University), History, Economics.		
Russell, Marcia Rachel,	Durham,	North Carolina
A.B. (Earlham), A.M. (Duke), Psychology, Education.		
Sanderson, Jessie Ormond,	Nashville,	North Carolina
A.B. (Duke), Education. (S)		
*Sasser, Roxie Johnson,	Durham,	North Carolina
A.B. (Duke), Education, English. (S)		
Saunders, James Nelson,	Round Peak,	North Carolina
A.B. (Washington, Maryland), Education, English. (S)		
Saylor, John Henry,	Durham,	North Carolina
A.B. (Southern Methodist University), A.M. (Duke), Chemistry.		
Schallert, Dorothy Amaryllys,	Winston-Salem,	North Carolina
A.B. (Duke), Zoology, Botany. (S)		
Shaw, William Henry,	Durham,	North Carolina
A.B. (Duke), Education. (S)		
*Shipp, Mary Elizabeth,	Durham,	North Carolina
A.B. (Duke), Zoology, Chemistry.		
Shuford, Norris Valentine,	Gastonia,	North Carolina
A.B. (Duke), Education. (S)		
Simpson, William Hays,	Frederick,	Maryland
A.B. (Tusculum), A.M. (Duke), Political Science, Economics, History.		
Smith, Ellen Clinkscales,	Greenville,	South Carolina
A.B. (Brenau), Economics, History. (S)		
Smith, Robert Sidney,	Amherst,	Massachusetts
A.B., A.M. (Amherst), Economics, History.		
Smith, Sara Olive,	Winston-Salem,	North Carolina
B.S. (Guilford), Education. (S)		
Snuggs, Henry Lawrence,	Albemarle,	North Carolina
A.B. (Wake Forest), A.M. (Duke), French. (S)		
Sorrell, Annie Mae,	Durham,	North Carolina
A.B. (Duke), Education. (S)		

* The degree of Bachelor of Arts to be conferred in June, 1929.

Southerland, Juanita,	Durham,	North Carolina
	A.B. (Duke), Education.	
Speake, Margaret Boyl.	Durham,	North Carolina
	B.S. (Winthrop College), History.	
Spence, Charlotte Garrison,	Baltimore,	Maryland
	A.B. (Goucher), English, History.	
Spivey, Lucy Mayo,	Conway,	South Carolina
	A.B. (Coker), Religion, History.	
Stack, Norman Leroy,	Greensboro,	North Carolina
	A.B. (Duke), History. (S)	
Stackhouse, Arva East vood,	Durham,	North Carolina
	A.B. (Franklin), Economics, History, Political Science. (S)	
Stanfield, William Wesley,	Creedmoor,	North Carolina
	A.B. (Duke), Chemistry. (S)	
Staton, Ennis Calvin,	Mocksville,	North Carolina
	A.B. (Wake Forest), Education. (S)	
Stem, Margaret Meadows,	Darlington,	South Carolina
	A.B. (Winthrop), Religion, Religious Education.	
Stevenson, Ernest Bostick,	Marion,	South Carolina
	A.B. (Wofford), English, History. (S)	
Stewart, Sara,	Charlotte,	North Carolina
	A.B. (Randolph-Macon), English, Mathematics.	
Stokes, Ruth Wyckliffe,	Mountville,	South Carolina
	A.B. (Winthrop), A.M. (Vanderbilt), Mathematics.	
Stough, Theodore Elias,	Gibsonville,	North Carolina
	A.B. (Duke), Education. (S)	
Strother, Eura Vance,	Franklinton,	North Carolina
	A.B. (Duke), Education.	
Strother, Melissa Adelle,	Franklinton,	North Carolina
	A.B. (Duke), Latin, French. (S)	
Sugden, Herbert Wilfrid,	Asheville,	North Carolina
	A.B. (Harvard), A.M. (Duke), English, German.	
Swanson, John Chester,	Cumberland,	Maryland
	A.B. (University of Richmond), Physics, Mathematics.	
Swindell, Annie Hamlin,	Durham,	North Carolina
	A.B. (Duke), Education. (S)	
Tandy, Elise Lloyd,	Durham,	North Carolina
	A.B. (Duke), History, Education.	
Taylor, James Harley,	Corinth,	North Carolina
	A.B., A.M. (Duke), Education. (S)	
Teeter, Marvin Frank,	Mount Pleasant,	North Carolina
	A.B. (Duke), Biology. (S)	
Thomas, John Frederick,	Detroit,	Michigan
	A.B., A.M. (University of Michigan), Psychology.	
Thompson, Lacy Hunter,	Haw River,	North Carolina
	A.B. (Asbury), Education, Religion. (S)	
Thompson, Oliver George, Jr.,	Kenly,	North Carolina
	A.B. (Wofford), History, Psychology. (S)	
Tillery, Doris Katherine,	Raleigh,	North Carolina
	A.B. (Meredith), Mathematics.	
Tilley, Ernest Clarence,	Durham,	North Carolina
	A.B. (Duke), Education.	
Tilley, Nannie May,	Bahama,	North Carolina
	A.B. (North Carolina College for Women), History, Education. (S)	
Trollinger, Verdie Gladys,	Durham,	North Carolina
	A.B. (Greensboro College), History.	

Trueblood, Paul Graham,	Roseburg,	Oregon
A.B. (Willamette), English, German, Philosophy.		
Truesdale, James Nardin,	Lincolnton,	North Carolina
A.B. (Duke), Greek, Latin.		
Vernon, Carrie Sue,	Burlington,	North Carolina
A.B. (Meredith), Psychology, Education. (S)		
Walton, Beulah Earle,	Morrisville,	North Carolina
A.B. (Duke), French. (S)		
Wannamaker, Elizabeth Bates,	Columbia,	South Carolina
A.B. (Winthrop), Education, English. (S)		
Ward, Charles Eugene,	Wellsville,	Ohio
A.B. (Duke), English, German.		
Warren, William Franklin,	Durham,	North Carolina
A.B. (Elon), A.M. (University of North Carolina), Education. (S)		
Warrick, Edward,	Candler,	North Carolina
A.B. (University of North Carolina), Education. (S)		
Warrick, Jess D.,	Bryson City,	North Carolina
A.B. (Maryville), Education. (S)		
Watts, Hessie,	Mooresville,	North Carolina
A.B. (Duke), History. (S)		
Westerhof, Anthony Cornelius,	Holland,	Michigan
A.B. (Calvin), Psychology, Zoology.		
Weston, Neila Elaine,	Swan Quarter,	North Carolina
A.B. (Duke), Latin, French.		
Whaley, Grace Wine,	Fordtown,	Tennessee
A.B. (Carson-Newman), English, French.		
Whaley, Otis,	Fordtown,	Tennessee
B.S. (East Tennessee State Teachers College), Economics, Education. (S)		
Wheeler, Harold Peyton,	Campobello,	South Carolina
A.B. (Wofford), English, German. (S)		
White, Gladys Ruth,	West Durham,	North Carolina
A.B. (Duke), Physics, Mathematics.		
White, Lillian Marie,	Durham,	North Carolina
A.B. (Duke), Education. (S)		
Whitehead, Mae Pinson,	Durham,	North Carolina
A.B. (Winthrop), Education. (S)		
Widenhouse, Ernest Cornelius,	Cedar Falls,	North Carolina
A.B. (Emory and Henry), S.T.B., A.M. (Boston University), A.M. (Yale), S.T.M. (Hartford Theological Seminary), Psychology, Religious Education.		
Wiese, Marion Bernice,	Baltimore,	Maryland
A.B. (Gucher), Economics, History.		
Wilkerson, Minerva Ruth,	Durham,	North Carolina
A.B. (Duke), Education. (S)		
Wilkerson, Starling Dwight,	Scotland Neck,	North Carolina
A.B. (Duke), Education, History. (S)		
Williams, Harvey Page,	Raleigh,	North Carolina
A.B. (William and Mary), Mathematics.		
Williams, Winona,	Mount Airy,	North Carolina
A.B. (Greensboro College), Education. (S)		
Wilson, Lillian Thomas,	Durham,	North Carolina
A.B. (Duke), Education. (S)		
Womack, Carlos Poynor,	Rogers,	Arkansas
A.B. (University of Arkansas), Religion, Sociology. (S)		
Woodward, John Floyd,	Knightdale,	North Carolina
A.B. (Wake Forest), Education. (S)		

Woody, Robert Hilliard,	Louisville,	Kentucky
Th.B. (Emory), A.M. (Duke), History.		
Woolworth, Frances Eleanor,	Durham,	North Carolina
B.S., M.A. (Teachers College, New York City), Physiology. (S)		
Wrenn, Samuel Nathaniel,	Henderson,	North Carolina
A.B. (Duke), Chemistry.		
Wynne, Waller, Jr.,	Richmond,	Virginia
A.B. (University of Richmond), English, Psychology.		
Yoder, John Yates,	Hickory,	North Carolina
A.B. (Lenoir-Rhyne), History. (S)		

SENIOR CLASS

Abbott, Charles Francis,	Hingham,	Massachusetts
Abernathy, Thomas Edison,	East Durham,	North Carolina
Adams, Martha Lipscomb,	Danville,	Virginia
Albergotti, James McAlpin, Jr.,	Orangeburg,	South Carolina
Allen, Thomas Ellis, Jr.,	Durham,	North Carolina
Anderson, Virginia Pearl,	Coward,	South Carolina
Andrews, Chester James,	Fairmont,	North Carolina
Applewhite, James William,	Stantonsburg,	North Carolina
Ashley, Howard,	Boone,	North Carolina
Autry, John D. A.,	Cooper,	North Carolina
Aycock, Clarence Bryan,	Fremont,	North Carolina
Bailey, Edward Cunningham,	Greer,	South Carolina
Barker, Felix Scott,	Silas Creek,	North Carolina
*Barnwell, Roy James,	Hendersonville,	North Carolina
*Bennett, Charles Glenn,	Durham,	North Carolina
Berglund, Charles William, Jr.,	Superior,	Wisconsin
Berlin, Harry Irvin,	Greer,	South Carolina
Bevacqua, Frank Anthony,	Mt. Vernon,	New York
Biggs, Charles Grayson,	Lillington,	North Carolina
Bird, Matthew John,	Chelsea,	Massachusetts
Bost, Henry C.,	Erwin,	North Carolina
Boyette, Dunham Worth,	Smithfield,	North Carolina
Bradshaw, John William,	Relief,	North Carolina
Braswell, John William,	Demopolis,	Alabama
Brent, Fred Whaly,	Lynchburg,	Virginia
Broome, Oscar Whitfield,	Mineral Springs,	North Carolina
Brown, Cansan D.,	Traphill,	North Carolina
Bruton, Ogen C.,	Mt. Gilead,	North Carolina
Bruton, Robert Bradley,	Candor,	North Carolina
Buffaloe, Ethel Mae,	Raleigh,	North Carolina
Bunting, Elisha Harry,	New Bern,	North Carolina
Burke, John Locke,	Salisbury,	North Carolina
Butler, Marshall Walker,	Durham,	North Carolina
Caldwell, Annie Louise,	Monroe,	North Carolina
Candler, Coke,	Candler,	North Carolina
Cannon, Marjorie,	Rosemary,	North Carolina
Carper, John Howard,	Rowland,	North Carolina

* Completed the requirements for graduation in summer school.

Carruthers, Joseph Tinnie, Jr.,	Greensboro,	North Carolina
Carter, Elizabeth,	Asheville,	North Carolina
Cassidy, Robert Aloysious,	Newport News,	Virginia
Cavanaugh, Harold Rupert,	Southport,	North Carolina
Chesson, Martha Estelle,	Roper,	North Carolina
Christian, Linwood Barrett,	Durham,	North Carolina
Clay, Charles Wesley,	Winston-Salem,	North Carolina
Cleaver, James Andrew,	Concord,	North Carolina
Conrad, Beulah E.,	Pfafftown,	North Carolina
Cook, Grady O'Neal,	Concord,	North Carolina
Cooke, Mrs. Selena Greene,	Durham,	North Carolina
Cooper, Mrs. Viola Lavender,	Durham,	North Carolina
Copeland, Rachel Victoria,	Windsor,	North Carolina
Corpening, Mason Reece,	Lenoir,	North Carolina
Council, John Cromartie,	White Oak,	North Carolina
Crabtree, Adrian Blair,	Durham,	North Carolina
Cranford, William Edwards,	Durham,	North Carolina
Crews, Catharine Hunt,	Oxford,	North Carolina
Cross, Pauline Eugenia,	Durham,	North Carolina
Cross, William Frank,	Sunbury,	North Carolina
Crowder, Cecil Robert,	Durham,	North Carolina
Crumpacker, Bernice,	Durham,	North Carolina
Culberson, Gladys Flowers,	Rockingham,	North Carolina
Culbreth, Thomas Franklin, Jr.	Fayetteville,	North Carolina
Curtis, Robert Arnold,	Kinston,	North Carolina
Daniel, John Webb,	Lincolnton,	North Carolina
Daniel, Mary Helm,	Hillsboro,	North Carolina
Davis, James Heath,	Monroe,	North Carolina
Davis, Harry Wesley,	Hemp,	North Carolina
deBruyne, Jacob M. A.,	Durham,	North Carolina
Dorsett, Harrison Wood, Jr.,	Lexington,	North Carolina
Doxey, John Elwood,	Aydlett,	North Carolina
Draughon, Florence Margaret,	Whitakers,	North Carolina
Dukes, Charles Aubry,	Miccosukee,	Florida
Dunstan, William Edward, Jr.	Elizabeth City,	North Carolina
Earnhardt, Fred Wilcox,	Port Orange,	Florida
Earnhardt, William Crawford,	Port Orange,	Florida
Edwards, Moir Williamson,	Guilford College,	North Carolina
Ellison, Reuben Harold,	Winston-Salem,	North Carolina
*Ervin, Lamont,	Rutherfordton,	North Carolina
Eubanks, Helen King,	Durham,	North Carolina
Faulkner, Littlejohn Taylor,	Henderson,	North Carolina
Ferrell, Henry Clifton,	Elizabeth City,	North Carolina
Fitzgerald, Florence,	Raleigh,	North Carolina
Fordham, Mae,	Kinston,	North Carolina
*Franko, Alfred M.,	Mount Vernon,	New York
*Frazier, Rose Marie,	Durham,	North Carolina
*Frazier, William Guthrie, Jr.,	Durham,	North Carolina

* Completed the requirements for graduation in summer school.

Futrell, James Wilbur,	Wilson,	North Carolina
Garrard, Mary Louise,	West Durham,	North Carolina
Gay, Charles Houston,	Charlotte,	North Carolina
Gentry, Thomas Oliver,	Roxboro,	North Carolina
Gery, Delma Louis,	West Durham,	North Carolina
Gibbons, John Partridge, Jr.	Hamlet,	North Carolina
Gibson, John Lauder,	Laurinburg,	North Carolina
Grady, Paul,	Kinston,	North Carolina
Greene, Jennie,	Durham,	North Carolina
Greene, Katie Lee,	Durham,	North Carolina
Gregory, John M. Moody, Jr.,	Durham,	North Carolina
Gregory, Priscilla,	Durham,	North Carolina
*Gunter, Ellen Mae,	East Durham,	North Carolina
Hancock, Doris,	Wilmington,	North Carolina
Hardee, Guy Taylor,	Ayden,	North Carolina
Hardison, Stewart Ralph,	Jamesville,	North Carolina
Hargrave, Charles Hamilton,	Lexington,	North Carolina
Harris, Clarence,	Durham,	North Carolina
Harris, Isaac Emerson, Jr.,	Creedmoor,	North Carolina
Hatcher, George Brown,	Winston-Salem,	North Carolina
Hathcock, Thomas Alexander,	Norwood,	North Carolina
Hauss, Mary Arden,	Lincolnton,	North Carolina
Hayes, Annie Lucille,	Durham,	North Carolina
Haywood, Zoa Lee,	Durham,	North Carolina
Hester, Ernest Carrington,	Durham,	North Carolina
Hinton, Mildred Jones,	Durham,	North Carolina
Hipp, Bertha C.,	Charlotte,	North Carolina
Hix, Edwin Jonathan,	Durham,	North Carolina
Holton, Mildred Elizabeth,	Miami,	Florida
*Horne, Richard Caswell,	Winston-Salem,	North Carolina
Hughes, Mary Sue,	Durham,	North Carolina
Hull, Oscar Coleman,	Roxboro,	North Carolina
Ireland, William Nelson,	Hamptonville,	North Carolina
Jackson, David Kelly, Jr.,	Gastonia,	North Carolina
Johns, Hazel Virginia,	West Durham,	North Carolina
Johns, Nancy Pauline,	Durham,	North Carolina
Johnson, Amos Neill,	Garland,	North Carolina
Johnson, Audrey Glenn,	Greensboro,	North Carolina
Johnston, Frances Elizabeth,	Durham,	North Carolina
Johnston, Robert Milton,	Farmville,	North Carolina
Jones, Bernard H.,	Durham,	North Carolina
Keever, Anna Elizabeth,	Lewisville,	North Carolina
*Keffer, Harry B.,	New Haven,	Connecticut
Kendall, Henry L., Jr.,	Norwood,	North Carolina
Kendrick, Charles Mattocks,	Fallston,	North Carolina
Kennedy, Katherine,	Durham,	North Carolina
Kilgo, Lawrence Harrell,	Greenwood,	South Carolina
King, Elizabeth,	Albemarle,	North Carolina

* Completed the requirements for graduation in summer school.

King, Jennings Graham,	Laurinburg,	North Carolina
Kleckner, Orrin Frank,	Buffalo,	New York
*Klutz, Lillie Mae,	West Durham,	North Carolina
Lamm, Roney Williams,	Wilson,	North Carolina
Larsen, Edith,	Kenosha,	Wisconsin
Layton, Martha C.,	Lillington,	North Carolina
LeGette, Mary,	Latta,	South Carolina
Lineback, Vann Roberts,	Winston-Salem,	North Carolina
Lutz, Earl Hubert,	Fallston,	North Carolina
McCracken, Frank Webb, Jr.,	Sanford,	North Carolina
McCracken, Robert Fulton,	Winston-Salem,	North Carolina
McDonald, Ralston Lattimore,	Erwin,	North Carolina
McEachern, Sleiman Rutledge,	Concord,	North Carolina
McGranahan, Lois Elizabeth,	Durham,	North Carolina
Mangum, Maynard,	Durham,	North Carolina
Margolis, Reuben,	Durham,	North Carolina
*Martin, Thomas Edward,	Danville,	Virginia
Masters, Vero R.,	Green Mountain,	North Carolina
Mathews, Joseph James,	Milton,	Kentucky
Mayo, Louis Allen,	Durham,	North Carolina
Messner, Dorothy Evelyn,	Durham,	North Carolina
Metzenthin, Esther Marie,	Chapel Hill,	North Carolina
Mewborne, William Burke,	Orangeburg,	South Carolina
Miller, Kellah Chaplin,	North Augusta,	South Carolina
Miller, Kenneth Thompson,	Salisbury,	North Carolina
Montgomery, Margaret Elizabeth,	Graham,	North Carolina
Morgan, Eben Cornelius,	Winston-Salem,	North Carolina
Moses, Alice Ellen,	Norfolk,	Virginia
Moyle, Monte Boddie,	Lillington,	North Carolina
Mulholland, Emma Lucille,	Durham,	North Carolina
Murnick, Mildred,	Durham,	North Carolina
Nash, Loy Arthur,	Rutherfordton,	North Carolina
*Neal, Joseph Walter,	Walnut Cove,	North Carolina
Neal, Joseph William,	Walnut Cove,	North Carolina
Newton, Thomas Hudson,	Gibson,	North Carolina
Nicks, Samuel Freeman, Jr.,	Hillsboro,	North Carolina
*Osborne, Gladys Helen,	Canton,	North Carolina
Ough, Owen Keuieun,	Syen Chun,	Korea
Owens, Frank Dearman,	Ingold,	North Carolina
Parrish, Robert Clifton,	West Durham,	North Carolina
Payne, Paul Pleasant,	Guilford College,	North Carolina
Peele, Talmadge Lee,	Raleigh,	North Carolina
Pierce, William Alexander, Jr.,	Weldon,	North Carolina
Pitts, William Reid,	Glen Alpine,	North Carolina
Pleasants, Annie Mays,	East Durham,	North Carolina
Poe, Henry Martyn,	Old Fort,	North Carolina
Pope, Liston Corlando,	Thomasville,	North Carolina
Power, Sara Jane,	Paris,	Kentucky

* Completed the requirements for graduation in summer school.

Presson, Harry L.,	Monroe,	North Carolina
Ramseur, Jackson Townsend,	West Palm Beach,	Florida
Rankin, Charles Elmer,	Boone,	North Carolina
Raper, Edward Shore,	Winston-Salem,	North Carolina
Rayle, John Leonard,	Summerfield,	North Carolina
Register, James Harmon,	Clinton,	North Carolina
Richardson, Nathan S., Jr.,	Dover,	North Carolina
Rogers, Helen Mojeska,	Durham,	North Carolina
Roper, Monte Blalock,	Raleigh,	North Carolina
Roper, Richard Fred,	Washington,	D. C.
Rosenberg, Nelson G.,	Durham,	North Carolina
Rosenstein, Ray Ricky,	Durham,	North Carolina
Rouse, Juanita Elizabeth,	Cheraw,	South Carolina
Sasser, Mrs. Roxie,	Durham,	North Carolina
Saunders, Charles Earle,	Gibsonville,	North Carolina
*Seabolt, Ruth,	Lumberton,	North Carolina
Severance, William Ellis,	Lake City,	South Carolina
Shipp, Mary Elizabeth,	Durham,	North Carolina
Simpson, Mary E.,	East Durham,	North Carolina
Sink, Charles Varner,	Lexington,	North Carolina
Sloan, William Stringfield,	Waynesville,	North Carolina
Smith, Amos Glenn,	Reidsville,	North Carolina
Smith, Edwin Hardin,	Clover,	South Carolina
Smith, Mrs. Hall, Jr.,	Durham,	North Carolina
Smith, May Alice,	Durham,	North Carolina
Smith, Paul Wesley,	Charlotte,	North Carolina
*Spruill, Theodore Reynold,	Mackeys,	North Carolina
Stacy, Paul John,	Fallston,	North Carolina
Stallings, Annie Elizabeth,	Durham,	North Carolina
Starnes, Alvin Bradley,	Mineral Springs,	North Carolina
Starnes, Stoye Everette,	Monroe,	North Carolina
Starnes, Shirley Judge,	Yanceyville,	North Carolina
States, Louis Alva, Jr.,	Gastonia,	North Carolina
Steidley, Maybeth Marie,	High Point,	North Carolina
Stewart, Burton Gloyd,	Gloucester,	North Carolina
Stewart, Lilian Bridges,	Hiroshima,	Japan
Stott, James Henry,	Wendell,	North Carolina
Summerow, Thomas Edward,	Gastonia,	North Carolina
Swift, Thomas Wesley,	Greensboro,	North Carolina
Taylor, Helen J.,	Stovall,	North Carolina
Taylor, Melvin H.,	Siloam,	North Carolina
*Thompson, Arthur Leo,	Vass,	North Carolina
Thompson, Eddie Lyon,	Durham,	North Carolina
Thornton, Thomas Spruill,	Winston-Salem,	North Carolina
Tilley, Lester A.,	Hurdle Mills,	North Carolina
Umberger, Anita,	Concord,	North Carolina
Veasey, Paul David,	Durham,	North Carolina
Van Wagoner, Willis Bush,	Niagara Falls,	New York

* Completed the requirements for graduation in summer school.

Walker, Fielding Lewis,	Durham,	North Carolina
Watson, Frances McNeill,	Jonesboro,	North Carolina
Weber, John Melvin,	Danville,	Virginia
Weber, Pauline Susan,	Danville,	Virginia
Werner, Margaret Louise,	Durham,	North Carolina
Westbrook, Dorothy Louise,	Franklin,	Virginia
Westbrook, Hugh L., Jr.,	Franklin,	Virginia
White, John F., Jr.,	Ruffin,	North Carolina
White, William A.,	Patterson,	New Jersey
Whitman, William Tate,	Boaz,	Alabama
Williamson, Glenn Irvin,	Yanceyville,	North Carolina
Wilson, Lloyd Bain,	Fallston,	North Carolina
*Winchester, Ralph Lacy,	Summerfield,	North Carolina
Winstead, Leylah Opal,	Durham,	North Carolina
*Woods, Ormah Hendon,	Durham,	North Carolina
Woodward, John Lisbon,	Richlands,	North Carolina
Yarbrough, Edwin S., Jr.,	Durham,	North Carolina
Yountz, James Ernest,	Southmont,	North Carolina

JUNIOR CLASS

Altwater, Frederick Vernon,	Denver,	Colorado
Arons, Edward Maurice,	New York,	New York
Ashworth, Charles Rufus,	Winter Park,	Florida
Atwater, Annie Mae,	Burlington,	North Carolina
Barker, Thomas Ralph,	Spencer,	North Carolina
Barnette, Texie Elizabeth,	Woodsdale,	North Carolina
Battle, Margaret,	Rocky Mount,	North Carolina
Baucom, Thomas Victor,	Durham,	North Carolina
Baughman, Burr Hastings,	Hendersonville,	North Carolina
Beall, Edward Leyburn,	Durham,	North Carolina
Beane, Mrs. Inez Arnette,	Durham,	North Carolina
Bell, Florence Evelyn,	Rocky Mount,	North Carolina
Best, Farquhard Smith,	Dunn,	North Carolina
Biggs, William Campbell,	Wilmington,	North Carolina
Blalock, Claiborn Cheatham,	Durham,	North Carolina
Blalock, Mary Lillian,	Prospect Hill,	North Carolina
Book, Abraham Benjamin,	Asheville,	North Carolina
Booth, William Robert,	Pollocksville,	North Carolina
Boothe, Elther Louise,	Durham,	North Carolina
Braswell, Mary Elizabeth,	McFarlane,	North Carolina
Brawley, Jeter Burkett,	Durham,	North Carolina
Bridgers, Arthur Dooley,	Raleigh,	North Carolina
Bright, Ruth Luna,	Durham,	North Carolina
Brintle, Joe Howard,	White Plains,	North Carolina
Brooks, Lena Taylor,	Whitakers,	North Carolina
Budd, William Pritchett,	Prattville,	Alabama
Burch, Donald Harden,	Durham,	North Carolina

* Completed the requirements for graduation in summer school.

Cahill, Marshall James,	Winston-Salem,	North Carolina
Calton, Wilburn C.,	Nashville,	North Carolina
Campbell, Marshall Albright,	Greensboro,	North Carolina
Carlton, Elizabeth,	Durham,	North Carolina
Carpenter, Myrtle Carver,	Durham,	North Carolina
Cator, Mary Branch,	New York,	New York
Caudle, James N.,	Greensboro,	North Carolina
Cline, Mack Ivey,	Gold Hill,	North Carolina
Cole, Lee Wyatt,	Hamlet,	North Carolina
Coltrane, William G., Jr.,	Siler City,	North Carolina
Cooper, Lacy Hughes,	Mebane,	North Carolina
Colvard, Frances Virginia,	North Wilkesboro,	North Carolina
Councilor, Harry Allan,	Washington,	D. C.
Cousins, Reba Thurston,	Durham,	North Carolina
Crute, James Edmondson, Jr.,	Wilson,	North Carolina
Currin, Frances Lelia,	Durham,	North Carolina
Davis, Lee Ferguson,	Waynesville,	North Carolina
Dawson, Flora Belle,	Greensboro,	North Carolina
Dean, Dayton, Jr.,	Mount Airy,	North Carolina
Dry, Verne Ritchie,	Richfield,	North Carolina
Dunlap, James Mendenhall, Jr.,	Wadesboro,	North Carolina
Dunn, Osborne Eugene,	Clinton,	North Carolina
Dunn, William Lyman, Jr.,	Pinetops,	North Carolina
Eanes, Thomas Shell, Jr.,	Lexington,	North Carolina
Edwards, Montgomery Roger,	Rutherfordton,	North Carolina
Eure, Hilliard M.,	Raleigh,	North Carolina
Evans, Frances Brownley,	Edenton,	North Carolina
Everett, Mrs. Elsie Anthony,	Savannah,	Georgia
Exum, Jamie Herring,	Snow Hill,	North Carolina
Fair, Charles LaMar,	Harrisburg,	Pennsylvania
Farmer, William Dempsey,	Bailey,	North Carolina
Ferrell, Clara Mae,	Durham,	North Carolina
Ford, Edward John,	Collingswood,	New Jersey
Fortescue, William Nicholas,	Scranton,	North Carolina
Foushee, Frances Leake,	Durham,	North Carolina
Fowler, Horace W.,	Monroe,	North Carolina
Frick, Harvey Lee,	Gold Hill,	North Carolina
Fussell, Elizabeth,	Stedman,	North Carolina
Gibson, Martha,	Laurinburg,	North Carolina
Godfrey, Octavius Cooke, Jr.,	Spencer,	North Carolina
Goode, Hal Kelly,	Rutherford College,	North Carolina
Goode, Samuel Orden, Jr.,	Greensboro,	North Carolina
Graupner, Ernest Arnold,	New York,	New York
Groce, William Harold,	Asheville,	North Carolina
Groome, Wilbur,	Greensboro,	North Carolina
Hampton, Patsy Catharine,	Durham,	North Carolina
Hancock, Evelyn Margaret,	Wilmington,	North Carolina
Hanes, John Chisman,	Pine Hall,	North Carolina
Harbison, Annie Christal E.,	Morganton,	North Carolina

Harris, James Wesley,	Durham,	North Carolina
Harrison, Evelyn,	Williamston,	North Carolina
Harrison, Russell Sage,	Pinetown,	North Carolina
Harrison, William Harrell,	Williamston,	North Carolina
Hatley, Raymon Colwell,	Oakboro,	North Carolina
Henderson, Morris King,	New Bern,	North Carolina
Hepler, Joseph Madison,	Kernersville,	North Carolina
Hill, Thomas Spencer,	Newport,	North Carolina
Hobgood, Virginia Lucille,	Durham,	North Carolina
Hollingsworth, Harry E.,	Newton,	North Carolina
Holt, Gladys,	Durham,	North Carolina
Holt, Isaac Terry,	Erwin,	North Carolina
Honeycutt, Frances Ruth,	Denver,	North Carolina
Honeycutt, Talfourd Thurmon,	Norwood,	North Carolina
Hooker, Charles Wright,	Henlawson,	West Virginia
Horton, Dan Webster,	Durham,	North Carolina
Hostetler, Lynn Williamson,	Barium Springs,	North Carolina
Howie, Henry Gilmer,	Charlotte,	North Carolina
Howland, William Franklin, Jr.,	Henderson,	North Carolina
Huffman, Norman Ara,	Asheville,	North Carolina
Hughes, A. J., Jr.,	Fountain Inn,	South Carolina
Hunter, Roy Alexander,	Charlotte,	North Carolina
Jennette, Dorothy Walland,	Norlina,	North Carolina
Johnson, Cavin Timothy, Jr.,	Benson,	North Carolina
Johnson, Hazel,	Ingold,	North Carolina
Judd, Violette Catherine,	Varina,	North Carolina
Kidd, Lawrence D.,	Fall River,	Massachusetts
King, George Benjamin, Jr.,	South Boston,	Virginia
Kramer, Joseph Perry,	Elizabeth City,	North Carolina
Lake, Charles Elmore, Jr.,	Mount Vernon,	Ohio
Lanier, Walter Lee,	Norwood,	North Carolina
Lassiter, William Carroll,	Smithfield,	North Carolina
LeGette, Melva Iris,	Latta,	South Carolina
Lemons, Erwin A.,	Reidsville,	North Carolina
Lennon, Francis Roscoe,	Bladenboro,	North Carolina
Lewis, William,	West Durham,	North Carolina
Lewis, William Whitfield,	Edenton,	North Carolina
Lindsay, Seaton Gales, Jr.,	Durham,	North Carolina
Long, John Henry,	Unionville,	North Carolina
Long, Mrs. J. O.	Durham,	North Carolina
Love, Glenn W.,	New*on,	North Carolina
Lucas, John Paul, Jr.,	Charlotte,	North Carolina
McCasin, Blackard H.,	Stanton,	Tennessee
McCracken, Maude,	Durham,	North Carolina
McCurdy, Harold Grier,	Salisbury,	North Carolina
McDonald, Florence,	Lillington,	North Carolina
McDonald, Flemmon Pernel,	Lillington,	North Carolina
McFadyen, Elizabeth Ann,	Concord,	North Carolina
McGary, George Nelson,	Durham,	North Carolina

McKay, Patsy Goldstone,	Durham,	North Carolina
Markham, Catherine,	Durham,	North Carolina
Martin, Ruth,	East Durham,	North Carolina
Mason, Frances Letitia,	Durham,	North Carolina
Mattox, Alvah Stone,	Glade Hill,	Virginia
Mattox, William Reuben,	Ferrum,	Virginia
Mazza, Peter A.,	Mount Vernon,	New York
Miller, Hugh,	Winston-Salem,	North Carolina
Miller, Mabel Watson,	Wytheville,	Virginia
Mohn, Richard Wyandt,	Louisburg,	North Carolina
Montgomery, Elizabeth,	Wilmington,	North Carolina
Moore, Margaret Meldonia,	Forest City,	North Carolina
Morgan, Katherine,	Hillsboro,	North Carolina
Morris, Esther Jane,	Raleigh,	North Carolina
Mullen, Edith Kells,	East Durham,	North Carolina
Needham, Eugene Warren,	Pfafftown,	North Carolina
O'Keef, Herbert Edward, Jr.,	Wilmington,	North Carolina
Parsons, Walter Clarence,	Ellerbe,	North Carolina
Partridge, Elbert R.,	Mount Airy,	North Carolina
Peoples, Marjorie Dee,	Blue Ridge,	North Carolina
Perry, Lynn McIver,	Sanford,	North Carolina
Pickett, William Clifton, Jr.,	Lexington,	North Carolina
Pitts, Ralph Simpson,	Glen Alpine,	North Carolina
Plyler, Epie,	Durham,	North Carolina
Plyler, M. T., Jr.,	Durham,	North Carolina
Poole, Bob Lem,	Durham,	North Carolina
Poole, Mrs. Bob Lem,	Durham,	North Carolina
Poston, Rada Marguerite,	High Point,	North Carolina
Price, John Alton,	Rocky Mount,	North Carolina
Price, Paul Eugene,	Marietta,	North Carolina
Ragan, Doris Lee,	East Durham,	North Carolina
Rawlings, Selby Moore,	North Emporia,	Virginia
Reade, Helen,	Durham,	North Carolina
Reams, James Monroe, Jr.,	Kingsport,	Tennessee
Reynolds, Rufus Wiley,	Leaman,	North Carolina
Riddle, Floyd Lacy,	Fayetteville,	North Carolina
Robbins, Paul Nelson,	Siler City,	North Carolina
Roberts, Frank C.,	Buffalo,	New York
Robertson, Emma Laura,	Woodsdale,	North Carolina
Rodwell, Mary Frances,	Warrenton,	North Carolina
Ruark, Henry Gibbons,	Raleigh,	North Carolina
Rubinstein, Nathan,	New York,	New York
Ruddick, Ronald Clarence,	Ardmore,	Pennsylvania
Sadler, Alton Guy,	Rocky Mount,	North Carolina
Seagroves, Lucy Ann,	East Durham,	North Carolina
Shrum, Burgin Finger,	Connelly Springs,	North Carolina
Separk, Joseph Gray,	Gastonia,	North Carolina
Shankle, Herbert L.,	Mount Gilead,	North Carolina
Simpson, Ola Virginia,	East Durham,	North Carolina

Smith, Charles Moody,	Charlotte,	North Carolina
Smith, Kathleen O.,	Concord,	North Carolina
Smith, Margaret Edith,	Reidsville,	North Carolina
Spence, Mary Elizabeth,	Goldsboro,	North Carolina
Spivey, Nelle,	Hertford,	North Carolina
Stalvey, James Benjamin,	Tabor,	North Carolina
Stearns, Richard Hopkins,	Maywood,	Illinois
Stearns, Thomas Suddard,	Maywood,	Illinois
Strickland, Gladys Mae,	Durham,	North Carolina
Suther, Irene,	Concord,	North Carolina
Swaringen, Johnson Harold,	Albemarle,	North Carolina
Thompson, Lucie Elizabeth,	Creedmoor,	North Carolina
Thorne, Robert Patterson,	Airlie,	North Carolina
Thorpe, David H.,	Haverford,	Pennsylvania
Thrift, Charles Tinsley, Jr.,	Mayock,	North Carolina
Tilley, Pauline,	Durham,	North Carolina
Todd, Lester Lacy,	Clayton,	North Carolina
Tomlinson, William Arron,	Troy,	North Carolina
Tyson, Thomas D., Jr.,	Mebane,	North Carolina
Umstead, Annie Piper,	Durham,	North Carolina
Underwood, Verna Mary,	Mount Holly,	North Carolina
Upchurch, Mrs. Inez Page,	Durham,	North Carolina
Vale, Charles Edward,	Winfall,	North Carolina
Varner, Milton Robert,	Concord,	North Carolina
Vaughn, Leo Bernard, Jr.,	Boone,	North Carolina
Walston, Fred Ivan,	Conetoe,	North Carolina
Ward, Thomas William,	Coleridge,	North Carolina
Washam, Conrad Cline,	Davidson,	North Carolina
Weatherby, Carleton Eddy,	Faison,	North Carolina
Weatherspoon, Everett Broadus,	Durham,	North Carolina
Webster, James Harden,	Stokesdale,	North Carolina
Weingarten, Harold C.,	Brooklyn,	New York
Werber, William Murray,	Berwyn,	Maryland
Williams, James Wesley,	Charlotte,	North Carolina
Wingate, William James, Jr.,	Lincolnton,	North Carolina
Womble, Susan,	Raleigh,	North Carolina
Woodall, Worth Jeter,	Clayton,	North Carolina
Wyche, Alma Virginia,	Weldon,	North Carolina

SOPHOMORE CLASS

Abelew, Jay Malcolm,	Allentown,	Pennsylvania
Abell, Eph H.,	Richland,	Georgia
Abraham, John Harwood,	Alexandria,	Virginia
Acheson, John Bain,	Evanston,	Illinois
Adkins, Emery E.,	Durham,	North Carolina
Alexander, Ernest Raymond,	Durham,	North Carolina
Alexander, William Bruce,	Ayden,	North Carolina
Alexander, William Edgar,	Durham,	North Carolina

Alexander, Willie Pearl,	Vass,	North Carolina
Alford, Dallas Lloyd, Jr.,	Durham,	North Carolina
Allison, Clyde C.,	Yanceyville,	North Carolina
Almond, John Willis,	Albemarle,	North Carolina
Anders, Fred William,	Gastonia,	North Carolina
Anderson, Ernest Coleman,	Lenoir,	North Carolina
Anderson, Sarah Virginia,	Wilson,	North Carolina
Andrews, Henry Lucian,	Mount Gilead,	North Carolina
Andrews, Robert Skeen,	Mount Gilead,	North Carolina
Armfield, Joseph H., Jr.,	Greensboro,	North Carolina
Arns, H. Charles, Jr.,	Bronx,	New York
Atkins, Ennis W.,	Gastonia,	North Carolina
Baker, Rudolph Jackson,	Holly Springs,	North Carolina
Ballou, Edwin Samuel,	Winston-Salem,	North Carolina
Barbee, Arthur Odell,	Durham,	North Carolina
Barden, Walter James, Jr.,	Durham,	North Carolina
Barnette, Henry Vance,	Roxboro,	North Carolina
Barnhardt, Zeb Glenn,	Oakboro,	North Carolina
Beall, Martin Grogan,	Durham,	North Carolina
Belk, Bundy Farice,	Waxhaw,	North Carolina
Belue, Jean S.,	Blacksburg,	South Carolina
Bennett, Margaret Virginia,	Blackstone,	Virginia
Bennett, Placid Burleigh,	Chapel Hill,	North Carolina
Bertine, Arthur E.,	New Rochelle,	New York
Bisson, Richard Joseph,	Springfield,	Massachusetts
Boddie, Margaret Webb,	Durham,	North Carolina
Bone, Theron Arthur,	Rocky Mount,	North Carolina
Booth, Roy M.,	Pollocksville,	North Carolina
Bowers, Bartlett Anthony,	Gastonia,	North Carolina
Bowman, Clarice Margaret,	Mount Airy,	North Carolina
Boyd, Edna McLean,	Washington,	North Carolina
Bradburn, James Monroe,	Spencer,	North Carolina
Brafford, George Chandler,	Fayetteville,	North Carolina
Brawley, Sumter Coe,	Durham,	North Carolina
Bretholl, Carl Frederic,	Pores Knob,	North Carolina
Brian, Earl Wintrey,	Asheville,	North Carolina
Bright, Katherine Louise,	Durham,	North Carolina
Brinkley, Francis Henderson,	Portsmouth,	Virginia
Brock, Theron Burdock,	Bunnlevel,	North Carolina
Brown, Charlie Glenn,	Potecasi,	North Carolina
Brown, Gordon Graham,	Selma,	North Carolina
Brown, Mary Geneva,	Raleigh,	North Carolina
Browning, Nancy Uhland,	Hillsboro,	North Carolina
Bryant, George Raney,	Richmond,	Virginia
Buie, J. Sam, Jr.,	Winston-Salem,	North Carolina
Burch, George Coleman,	Roxboro,	North Carolina
Burch, Vella Jane,	Durham,	North Carolina
Cain, Gladys Idelle,	Durham,	North Carolina
Caldwell, Elizabeth Miller,	Monroe,	North Carolina

Campbell, Thomas Ralph,	Atlanta,	Georgia
Campbell, Willis,	East Spencer,	North Carolina
Carpenter, Adolphus Wesley,	Durham,	North Carolina
Carpenter, Donald,	Maiden,	North Carolina
Carpenter, Elsie Lee,	Durham,	North Carolina
Carr, Bernice F.,	Dunn,	North Carolina
Carver, William Malone,	Rougemont,	North Carolina
Caviness, Radcliffe Lewis,	Portsmouth,	Virginia
Chandler, Robert Worth,	Durham,	North Carolina
Chapman, Robert Hoyle,	Marion,	North Carolina
Cheek, Vernon Roy,	Durham,	North Carolina
Clapp, George Willard,	Burlington,	North Carolina
Clark, John G.,	Ridgewood,	New Jersey
Clemmons, Dennis Maryland,	Supply,	North Carolina
Clendenin, Julia Merritt,	Atlanta,	Georgia
Clippard, Dwight J.,	Swannanoa,	North Carolina
Clutz, Garland William,	Baltimore,	Maryland
Cobb, Bertha Elizabeth,	Durham,	North Carolina
Cobb, Eggar D.,	Hickory Grove,	South Carolina
Cobb, Edward Rawls,	Durham,	North Carolina
Coble, Edgar Moody,	Durham,	North Carolina
Cochrane, Robert Bingham,	Asheville,	North Carolina
Colclough, Madge Hazel,	Durham,	North Carolina
Cole, James Marvin,	West Durham,	North Carolina
Coleman, Margaret Louise,	Durham,	North Carolina
Condon, Morris Goff,	Moorestown,	New Jersey
Connally, Julian Underwood,	Leasburg,	North Carolina
Cooper, James,	Camp Hill,	Pennsylvania
Cooke, Emma Ellen,	Elkin,	North Carolina
Copeland, Bessie Olivia,	Windsor,	North Carolina
Cotton, Joe G.,	Weldon,	North Carolina
Cottrell, Joseph Howard,	Richmond,	Virginia
Coulter, David Bruce,	Vandergrift,	Pennsylvania
Courtney, Robert Marvin,	Morganton,	North Carolina
Cox, Cosmo Lew,	Durham,	North Carolina
Cozart, Jaxie,	Durham,	North Carolina
Craven, Donnell Reid,	Concord,	North Carolina
Credle, Eugene Travis,	Washington,	North Carolina
Crews, Charlotte,	Dabney,	North Carolina
Crona, Gerald M.,	Portland,	Maine
Cross, Lila Roane,	Memphis,	Tennessee
Crowson, Neblett Ferguson,	Burlington,	North Carolina
Crute, John Manson W.,	Wilson,	North Carolina
Culbreth, Willie Baird,	Durham,	North Carolina
Dallas, John Sanders,	High Point,	North Carolina
Daugherty, Herbert Hoyle,	Lumberton,	North Carolina
Davis, Gilbert Peele,	Washington,	North Carolina
Davis, Mrs. H. L.	Durham,	North Carolina
Deiso, Alfred J.,	Mount Vernon,	New York

Dew, David Marvin,	Rutherford College,	North Carolina
Dickerson, Robert Turpin,	Richmond,	Virginia
Dickson, Bonnie Ethel,	Helton,	North Carolina
Dixon, Harold Keith,	Kinston,	North Carolina
Dixon, Robert Daniel, Jr.,	Trenton,	North Carolina
Dodgion, Hazel May,	Wytheville,	Virginia
Dodson, James R.,	Winston-Salem,	North Carolina
Dominick, Hal M.,	Cordele,	Georgia
Dowd, Rozzelle,	Dunn,	North Carolina
Downing, John C.,	Fayetteville,	North Carolina
Eatman, Ida Pearl,	Bailey,	North Carolina
Eatman, William Godfrey, Jr.,	Rocky Mount,	North Carolina
Edelman, B. Benedict,	New York,	New York
Edwards, Mark,	Asheville,	North Carolina
Ehringhaus, Erskine Egerton,	Hendersonville,	North Carolina
Elias, Edna Kilgo,	Charlotte,	North Carolina
Elliott, Agnes LeGrand,	Durham,	North Carolina
Elmer, Charles Robert,	Ironton,	Ohio
Emmerson, Charles Edward, Jr.,	Cambridge,	Massachusetts
English, Hettie,	Mount Olive,	North Carolina
Evans, James Fred,	Greer,	South Carolina
Everett, Joe N.,	Creswell,	North Carolina
Farabee, Lawrence Burl,	Lexington,	North Carolina
Farley, Roland,	Danville,	Virginia
Farr, David Thomas,	Durham,	North Carolina
Farriss, Carter Wood,	High Point,	North Carolina
Faucette, Mary Elizabeth,	Durham,	North Carolina
Felmet, Lucian Holt,	Asheville,	North Carolina
Ferguson, Frank Davis, Jr.	Waynesville,	North Carolina
Flinton, Blair M.,	Raleigh,	North Carolina
Folk, Rowland,	Riverside,	Illinois
Fonville, Ralph William,	Bahama,	North Carolina
Foreman, Lemuel Roscoe, Jr.,	Elizabeth City,	North Carolina
Fox, Robert,	Washington,	D. C.
Frank, Grady Craven,	Durham,	North Carolina
Freeman, William Chester,	Washington,	D. C.
Fussell, Elizabeth,	Stedman,	North Carolina
Gaddy, Wade,	Peachland,	North Carolina
Gamble, Allen Owen,	Franklinton,	North Carolina
Garland, Daniel Martin,	Harrisburg,	Pennsylvania
Garrett, Malcus Peorial,	Durham,	North Carolina
Gaut, Alfred T.,	Knoxville,	Tennessee
Gee, Willie,	Henderson,	North Carolina
George, Alex,	Shelby,	North Carolina
Gibson, Harold Morgan,	Laurinburg,	North Carolina
Gibson, James Robert,	Durham,	North Carolina
Gilfillan, Robert George, Jr.,	Swarthmore,	Pennsylvania
Gilliam, Curtis Bernard,	Milwaukee,	North Carolina
Glassie, Donelson Caffery,	Chevy Chase,	Maryland

Glenn, Emma Blanco,	Durham,	North Carolina
Gobbel, James Thomas,	Spencer,	North Carolina
Graves, George Marvin,	Lake City,	Arkansas
Graves, William W., Jr.,	Wilson,	North Carolina
Gray, Alice White,	Mebane,	North Carolina
Gray, Larry Lee,	Wadesboro,	North Carolina
Gray, Mary Stuart Bingham,	Mebane,	North Carolina
Griffin, Henry Neal,	Monroe,	North Carolina
Griffin, Lewter Bernice,	Potecasi,	North Carolina
Grimes, Byron C.,	Hagerstown,	Maryland
Grimsley, Edward Lee,	Kernersville,	North Carolina
Gunnin, Carroll Edgar,	Gastonia,	North Carolina
Hall, Roger Fisher,	Lumber Bridge,	North Carolina
Hampton, William Beams, Jr.,	Durham,	North Carolina
Handelsman, Bertram,	New York,	New York
Hanks, James Monroe,	Anderson,	South Carolina
Hanks, Raymond M.,	San Angelo,	Texas
Hannah, Hammer, Jr.,	Rocky Mount,	North Carolina
Harmon, John Calvin, Jr.,	Council,	North Carolina
Harrington, Milton E.,	Greenville,	North Carolina
Harris, Reese B.,	Asheboro,	North Carolina
Harson, Frederick Leo,	Providence,	Rhode Island
Hauss, William Cecil,	Lincolnton,	North Carolina
Hawkins, Spencer Lee,	North Charlotte,	North Carolina
Hayes, John Calhoun, Jr.,	Latta,	South Carolina
Hayes, Robert Griffith, Jr.,	Charlotte,	North Carolina
Haynes, Roland A.,	Cleveland,	Ohio
Haynes, Sheldon Elias,	White Sulphur Sp'gs,	West Virginia
Haywood, J. Frank,	Waxhaw,	North Carolina
Haywood, Thomas Luther,	Waxhaw,	North Carolina
Heffner, Womble Clifton,	Maiden,	North Carolina
Heikes, John David,	Millersburg,	Pennsylvania
Heizer, James Sidney,	Silver Springs,	Maryland
Herring, Mack Uriah,	Mount Olive,	North Carolina
Herring, Marvin Joe,	Mount Olive,	North Carolina
Hickey, Charles Avery,	Spruce Pine,	North Carolina
Hicks, Oliver Holloway,	Durham,	North Carolina
Higgins, Gladys Merle,	Asheville,	North Carolina
Hill, Frances Faison,	Durham,	North Carolina
Hinternhoff, Charles Frank,	Union City,	New Jersey
Hix, Mary Elizabeth,	Durham,	North Carolina
Hocutt, Edgar Jerome,	Enfield,	North Carolina
Holsomback, Benjamin Gould,	Raleigh,	North Carolina
Holt, Douglas Leigh,	Franklin,	Virginia
Honeycutt, Charles Fletcher, Jr.,	Suffolk,	Virginia
Honeycutt, Alden Proffitt,	Burnsville,	North Carolina
Hooper, Conrad Sidney, Jr.,	Durham,	North Carolina
Hoopy, George Clayton,	Lemoyne,	Pennsylvania
Horton, James Everett,	Aberdeen,	North Carolina

Hottenstein, Henry Franklin,	Millersburg,	Pennsylvania
Hough, Thomas Bryant,	McFarlan,	North Carolina
Howard, Mary Anna,	Rockingham,	North Carolina
Howard, Richard Onslow,	Swan Quarter,	North Carolina
Hughes, Lewis Calvin,	Fountain Inn,	South Carolina
Huguely, George Wesley, Jr.,	Washington,	D. C.
Huling, John McKee,	Bristol,	Tennessee
Humphries, Howard Franklin,	Berwyn,	Maryland
Hundley, Lottie Markham,	Durham,	North Carolina
Hunt, Morada Alice,	Oxford,	North Carolina
Jankoski, John Edward,	Milwaukee,	Wisconsin
Jenkins, Ernest L.,	Henry River,	North Carolina
Jenkins, William Jarrett,	Hobgood,	North Carolina
Jennings, William Henry,	Rocky Mount,	North Carolina
Johns, Patrick Henry,	Durham,	North Carolina
Johnson, Emma Bain,	Shelby,	North Carolina
Johnson, Glenn W.,	Vale,	North Carolina
Johnson, Irma Cornelia,	New Hill,	North Carolina
Johnson, John Walter,	Greenville,	South Carolina
Johnson, Mary McIver,	Durham,	North Carolina
Jonas, Charles,	Lenoir,	North Carolina
Jones, Edward H.,	Auburn,	Alabama
Jones, Emerson Philip,	Franklin,	Virginia
Jones, Leonard Ellsworth,	Sanford,	North Carolina
Jones, Morris,	Rome,	Georgia
Jones, Maie Pearl,	Laurinburg,	North Carolina
Jones, Seymour Cleveland, Jr.,	Cleveland,	Mississippi
Joyce, John Leroy,	Broadway,	North Carolina
Joyner, William Eppie,	Louisburg,	North Carolina
Kamenoff, Warren George,	New York,	New York
Kanipe, Hubert Lee,	Old Fort,	North Carolina
Kaufman, Samuel Libby,	New York,	New York
Kaufman, Una Libby,	New York,	New York
Kehlmann, William H.,	New York,	New York
Keith, Ruth,	Durham,	North Carolina
Kirby, Walter Lawson,	Gastonia,	North Carolina
Kirkland, Jack L.,	Durham,	North Carolina
Kirkland, Margaret Camille,	Durham,	North Carolina
Kirkpatrick, Alton Kermit,	Sweptonville,	North Carolina
Kistler, Henry Evans,	Charlotte,	North Carolina
Knight, Hazel Love,	Wilmington,	North Carolina
Knowles, Elton T.,	Pasadena,	California
Kramer, John Andrew,	Elizabeth City,	North Carolina
Krupp, Frederick William,	Philadelphia,	Pennsylvania
Lambert, Eloise,	Lawrence,	Ohio
Landis, Margaret Vernon,	Durham,	North Carolina
Lasher, James Lewis,	Havre de Grace,	Maryland
Latham, Hannis Taylor,	Washington,	North Carolina
Lawrence, Daniel Charles, Jr.,	Sanford,	North Carolina

Lavinder, Peggy,	Abingdon,	Virginia
Leach, John S.,	Washington,	North Carolina
Lee, William Otwa, Jr.,	Danville,	Virginia
Lehrback, Charles William,	Mount Vernon,	New York
Leonard, John Cleveland, Jr.,	Bristol,	Tennessee
Lever, Mary Elizabeth,	Wilmington,	North Carolina
Lewis, Forrest H.,	Stoneville,	North Carolina
Lewis, Knox M.,	Pembroke,	North Carolina
Liggett, Henry R.,	Carlisle,	Pennsylvania
Ligon, James Harris,	Shelby,	North Carolina
Lippard, Homer Luther,	Barium Springs,	North Carolina
Livingood, Charles H., Jr.,	Durham,	North Carolina
Loftin, Floyd F.,	Durham,	North Carolina
Loy, Milton,	Shelby,	North Carolina
Lupton, Harvey Arthur,	Swepsonville,	North Carolina
Lupton, John Wood,	Belhaven,	North Carolina
Luquire, Claude Rufus,	Durham,	North Carolina
Lutz, Worth Arthur,	Shelby,	North Carolina
Lynch, Mabel Mildred,	Mebane,	North Carolina
McCullough, Julia,	Atlanta,	Georgia
McDole, W. Francis,	Easton,	Pennsylvania
McDonald, Gilbert Lane,	Saint Pauls,	North Carolina
McDougall, Kenneth D.,	Durham,	North Carolina
McDuffie, Duncan Cameron,	Asheville,	North Carolina
McEwen, Virginia M.,	High Point,	North Carolina
McFarland, Thelma,	Oxford,	North Carolina
McIlwaine, Edna Kathryn,	Boldgett,	Mississippi
McIntyre, John T., Jr.,	Bristol,	Tennessee
McKeithan, Raymond Telfare,	Durham,	North Carolina
McKelvey, Buford Bergmain,	Fountain Inn,	South Carolina
McKenzie, Duncan Archibald,	Windsor,	North Carolina
McKinney, Troy V.,	Shelby,	North Carolina
McKay, John W.,	Durham,	North Carolina
McLarty, Emmett Kennedy, Jr.,	High Point,	North Carolina
MacLaughlin, Donald Clay,	Hagerstown,	Maryland
McNairy, John Egbert,	Greensboro,	North Carolina
Malone, Virginia,	Rural Retreat,	Virginia
Mann, Glenn Edward,	Greensboro,	North Carolina
Mann, Joseph Wesley, Jr.,	Greensboro,	North Carolina
Marino, Peter M.,	Jamaica,	New York
Marr, Leta Mae,	Winston-Salem,	North Carolina
Marshall, Clarence Lee,	Durham,	North Carolina
Marshall, Whitfield Huff,	Takoma Park,	D. C.
Martens, John Wesley,	Newport News,	Virginia
Martin, F. Jack,	Durham,	North Carolina
Martin, Jack J.,	Charlotte,	North Carolina
Martin, William Southgate,	Wilmington,	North Carolina
Massengill, George Kemp, Jr.,	Raleigh,	North Carolina
Massengill, Paul Robinson,	Raleigh,	North Carolina

Matthews, Elizabeth Kelly,	Durham,	North Carolina
Max, Charles,	Newark,	New Jersey
Mayo, Robert Joseph,	Bethel,	North Carolina
Mecum, Cora E.,	Walkertown,	North Carolina
Melton, Claude Hood,	St. Petersburg,	Florida
Menaker, Frank Horwitz,	Harrisburg,	Pennsylvania
Merritt, Gertrude Elizabeth,	Dunn,	North Carolina
Metz, Clarence William,	Columbiana,	Ohio
Meyers, John,	New York,	New York
Midgette, Linville Edward,	Norlina,	North Carolina
Miller, David Sam, Jr.,	Durham,	North Carolina
Millican, James Leroy,	Bridgeport,	Alabama
Mims, Virginia Harris,	Reidsville,	North Carolina
Mintz, Max,	New York,	New York
Mitchell, Coyitt Lavelle,	Fuquay Springs,	North Carolina
Mitchell, Ernest Ezelle,	Willard,	North Carolina
Moore, Carl Newton,	Wilmington,	North Carolina
Moore, James Kenneth,	New York,	New York
Moore, Ozelle,	Forest City,	North Carolina
Moore, Vertie Norfleet,	Roxboro,	North Carolina
Morgan, John Irvin, Jr.,	Farmville,	North Carolina
Morgan, Sam Thomas,	Mebane,	North Carolina
Morriss, Luther J.,	Jonesboro,	North Carolina
Moses, Anna Katherine,	Durham,	North Carolina
Moses, Preston Brooks,	Chatham,	Virginia
Moss, Clyde Eugene,	Richmond,	Virginia
Mulholland, Elizabeth Faye,	Durham,	North Carolina
Murphy, Anderson Albert, Jr.,	Ward,	South Carolina
Murray, Russell Vernon,	Oxford,	North Carolina
Murray, Webb Alton,	Maiden,	North Carolina
Murray, William David,	Rocky Mount,	North Carolina
Murrell, Mildred Jane,	Henderson,	North Carolina
Nachamson, Grace,	Durham,	North Carolina
Nachman, Henry D.,	Hertford,	North Carolina
Nash, George Earle,	Sulligent,	Alabama
Neal, Julian Spencer,	Spray,	North Carolina
Needham, Antoinette,	Pfafftown,	North Carolina
Noland, Hugh Love,	Waynesville,	North Carolina
Northcutt, Charlie Nelson,	McFarlan,	North Carolina
Ogburn, Gordon Kellar,	Raleigh,	North Carolina
Oliver, James Ernest,	Marietta,	North Carolina
Oliver, William Thomas,	Chatham,	Virginia
Osborne, Thomas Franklin,	Loray,	North Carolina
Overstreet, Daniel Smith,	Wakulla,	North Carolina
Owen, William K.,	Conway,	South Carolina
Paris, Frank Dominic,	Freeland,	Pennsylvania
Parker, Harris,	Hope Mills,	North Carolina
Parker, William H.,	Raleigh,	North Carolina
Parrott, Jacob Allen,	Kinston,	North Carolina

Paul, Mack G.,	New Bern,	North Carolina
Pearce, Inez Moore,	Richmond,	Virginia
Pearce, Helen Elizabeth,	Timberlake,	North Carolina
Pearson, William Glenn,	Gastonia,	North Carolina
Peek, Eleanor Hope,	Durham,	North Carolina
Peeler, Melvin Ambrose,	Wilmington,	North Carolina
Perkins, Raymond Keller,	Concord,	New Hampshire
Phibbs, Andrew Frank,	Greensboro,	North Carolina
Phillips, Margaret,	Durham,	North Carolina
Phillips, Marion S.,	Thomasville,	North Carolina
Pillow, Dorothy,	New Orleans,	Louisiana
Pitt, Iva Knight,	Roanoke Rapids,	North Carolina
Poe, Vonnice Alberta,	Durham,	North Carolina
Pointer, William Wallace,	Milton,	North Carolina
Poole, Mrs. Bob Lem,	Durham,	North Carolina
Powell, Fannie Burwell,	Henderson,	North Carolina
Pratt, Francis Marion,	Winston-Salem,	North Carolina
Pratt, Joseph Gaither,	Winston-Salem,	North Carolina
Presson, Irene,	Monroe,	North Carolina
Price, Henry L., Jr.,	Monroe,	North Carolina
Proctor, Gipsie Elvina,	Durham,	North Carolina
Purdy, Mary H.,	Oriental,	North Carolina
Puthuff, David H.,	Huntington,	West Virginia
Radford, Annie Elizabeth,	Smithfield,	North Carolina
Randle, Clint Wilson,	Hickman,	Kentucky
Ranson, Lloyd Russell,	Charlotte,	North Carolina
Rawls, William Eugene,	Suffolk,	Virginia
Ray, George William,	Raleigh,	North Carolina
Reams, Isaiah Marion, Jr.,	Dunn,	North Carolina
Reams, Robert Lawson,	Kingsport,	Tennessee
Reddish, Paul Sigman,	Durham,	North Carolina
Redford, May Bess,	Durham,	North Carolina
Rich, Charles Hampton,	Winston-Salem,	North Carolina
Richmond, Mrs. Marguerite W.,	Chapel Hill,	North Carolina
Ricks, Robert Henry,	Rocky Mount,	North Carolina
Roberson, Stuart H.,	Raleigh,	North Carolina
Roberts, Daniel Merritt, Jr.,	New Bern,	North Carolina
Roberts, Thomas Lynwood,	Durham,	North Carolina
Robinson, Isadore,	Turtle Creek,	Pennsylvania
Rogers, George Howard,	Asheville,	North Carolina
Rogers, Margaret Turrentine,	Durham,	North Carolina
Rosen, Charles Daniel,	New York,	New York
Rosky, Marcus,	Chicago,	Illinois
Rossi, Philip Joseph,	Mount Vernon,	New York
Rousseau, William Hamilton, Jr.,	Orangeburg,	South Carolina
Rowe, Frances Eleanor,	Memphis,	Tennessee
Rowe, James Burnette,	Charlotte,	North Carolina
Rowland, Mary Florence,	Durham,	North Carolina
Royster, Mary Elizabeth,	Bessemer City,	North Carolina

Rucker, Elizabeth Jane,	Rutherfordton,	North Carolina
Rupp, Charles Edwin,	Hagerstown,	Maryland
Russell, Robert Moore,	Durham,	North Carolina
Rutenberg, John Martin,	New York,	New York
Safrit, Robert W., Jr.,	Mount Gilead,	North Carolina
Sample, Jack McCoy, Jr.,	Fort Pierce,	Florida
Sanders, George W.,	St. Petersburg,	Florida
Sandling, Jesse Jefferson,	Durham,	North Carolina
Satterfield, Carlotta,	Durham,	North Carolina
Savage, Joe A., Jr.,	Rocky Mount,	North Carolina
Schofield, William Wilcox,	Washington,	Dist. Columbia
Sechriest, Vernon Franklin,	Thomasville,	North Carolina
Self, Roy H.,	Shelby,	North Carolina
Sellars, William Porter, III,	Norfolk,	Virginia
Separk, Wharton Green, Jr.,	Raleigh,	North Carolina
Sherard, Henry Marvin, Jr.,	Goldsboro,	North Carolina
Shammel, R. Mack,	Tobaccoville,	North Carolina
Sharpe, Ann Courtney,	Lumberton,	North Carolina
Shaw, John Sidney,	Orlando,	Florida
Shepherd, Paul,	Gastonia,	North Carolina
Sherrill, Jackson Harold,	Cornelius,	North Carolina
Shinn, Fred Harris,	Concord,	North Carolina
Shull, Horatio Sherrard, Jr.,	Easton,	Pennsylvania
Shull, Jane Elizabeth,	Easton,	Pennsylvania
Silver, Kermit Earl,	Canton,	North Carolina
Simons, William Alexander, Jr.,	Wilmington,	North Carolina
Singletary, Mildred Catherine,	Clarkton,	North Carolina
Sloan, Virginia Westbrook,	Wallace,	North Carolina
Smith, Ashby Wade,	Durham,	North Carolina
Smith, Mary Alyse,	Burlington,	North Carolina
Smith, Ralph Cannon,	Ayden,	North Carolina
Smith, Percy Walter,	Cheraw,	South Carolina
Smith, Walton Wright,	Wilson,	North Carolina
Sneed, Stephen McIlwain,	Durham,	North Carolina
Spear, Charles Edward,	Kinston,	North Carolina
Stanbury, Walter Albert, Jr.,	Durham,	North Carolina
Stanley, James Savage, Jr.,	Asheville,	North Carolina
Stanley, Ola Ruth,	Durham,	North Carolina
Starnes, Ralph Odell,	Asheville,	North Carolina
Stelling, Charlotte Bliss,	Providence,	Rhode Island
Stephenson, Bennett E., Jr.,	Plymouth,	North Carolina
Stephenson, Marion Osborne,	Rocky Mount,	North Carolina
Stevens, Carl Edmond,	Asheville,	North Carolina
Stewart, Daniel Niven, Jr.,	Raleigh,	North Carolina
Stiger, Milnor Kimble,	Williamsport,	Pennsylvania
Strother, Lucy Lee,	Durham,	North Carolina
Sullivan, John Edward,	Winthrop,	Massachusetts
Swift, Charles David,	Greensboro,	North Carolina
Taggart, John C.,	Tidioute,	Pennsylvania

Taylor, Andrew DuVal,	Charlotte,	North Carolina
Taylor, Frederick William,	New York,	New York
Taylor, Thomas Glenn,	Peachland,	North Carolina
Taylor, Harry Paul,	Providence,	Rhode Island
Thompson, Ethel,	Norwood,	North Carolina
Thompson, James Beverly,	Mount Hope,	West Virginia
Thompson, Ruby Lee,	Chapel Hill,	North Carolina
Timmons, E. B., Jr.,	Charlotte,	North Carolina
Tonne, Alfred Edwin,	New York,	New York
Trantham, Jack Elmer,	Brevard,	North Carolina
Tsuda, Minoru,	Lahaina,	Hawaii
Turner, Fletcher, Jr.,	Raleigh,	North Carolina
Tyndall, Albert Forbes,	Kinston,	North Carolina
Uchino, Shigeru,	Kumamoto,	Japan
Umstead, Hampton Bernice,	West Durham,	North Carolina
Underwood, Samuel Bobbitt, Jr.,	Greenville,	North Carolina
Uwazumi, Jo Minoru,	Okayama,	Japan
Upchurch, Walter McGowan, Jr.,	Raleigh,	North Carolina
Utley, Clarence Bailey, Jr.,	Norfolk,	Virginia
Vaughn, William Thomas,	Virgilina,	Virginia
Veitch, Charles Edgar,	Winston-Salem,	North Carolina
Walker, Herman, Jr.,	Bradenton,	Florida
Walker, Mary Lipscombe,	Durham,	North Carolina
Wall, Lindsay S.,	Winston-Salem,	North Carolina
Waller, Edgar Marsh, Jr.,	Durham,	North Carolina
Walters, Alex H.,	La Grange,	North Carolina
Walters, Harold Vann,	Ansonville,	North Carolina
Wannamaker, Isabel,	Durham,	North Carolina
Ward, Sarah Elizabeth,	Conway,	South Carolina
Ward, Fayette Eugene,	Winter Park,	Florida
Warlick, Sue,	Durham,	North Carolina
Warren, L. A.,	Durham,	North Carolina
Warren, Millard Whitfield,	Edwards,	North Carolina
Watson, Nellie Margaret,	Durham,	North Carolina
Weaver, Henrietta,	Durham,	North Carolina
Welch, J. Fred, Jr.,	Roanoke Rapids,	North Carolina
Welch, Samuel Clingman,	Waynesville,	North Carolina
Wells, William Keene,	Petersburg,	Virginia
Westcott, Richard Jerrell,	Merchantville,	New Jersey
Whitley, Angela,	Clayton,	North Carolina
Wilkerson, Mary Josephine,	Raleigh,	North Carolina
Wilkins, Elizabeth Mae,	Durham,	North Carolina
Williams, Erma Elizabeth,	Kenansville,	North Carolina
Williams, Henri Frizelle,	Wilmington,	North Carolina
Williams, John Roger,	Norristown,	Pennsylvania
Williams, Robert,	Elizabeth City,	North Carolina
Williams, Russell Avery,	Siler City,	North Carolina
Williams, Staton Pender,	Robersonville,	North Carolina
Williamson, Elsie Louise,	Durham,	North Carolina

Wilson, Edward Francis,	Madison,	North Carolina
Wilson, Nellie Gray,	Oxford,	North Carolina
Wilson, Robert Walker,	Durham,	North Carolina
Winecoff, Charles Herbert,	Winston-Salem,	North Carolina
Winslow, Charles Husdon, Jr.,	Dayton,	Pennsylvania
Wise, Horace Lloyd,	Elizabeth City,	North Carolina
Wishart, John Empie,	Lumberton,	North Carolina
Wittick, Donald Albert,	Maywood,	Illinois
Woodward, Lila Mack,	Richlands,	North Carolina
Woodward, Ralph Hartwick,	Selma,	North Carolina
Wray, George Miller,	Winston-Salem,	North Carolina
Wright, Esther S.,	Durham,	North Carolina
Yandle, Roy A.,	Indian Trail,	North Carolina
Yarbrough, Cornelia Elliott,	Durham,	North Carolina
Yokeley, Hayes Hampton,	Winston-Salem,	North Carolina
Zimmerman, John Conrad,	St. Matthews,	South Carolina

SECOND YEAR SPECIALS

Covington, Mrs. Elizabeth,	Durham,	North Carolina
Hall, Mrs. Dorothy Plummer,	Durham,	North Carolina

FRESHMAN CLASS

Adams, Carl S.,	Elrod,	North Carolina
Adams, John William, Jr.,	Vandergrift,	Pennsylvania
Adams, Thomas Durward,	Durham,	North Carolina
Adams, Wade Hill, Jr.,	Richmond,	Virginia
Aiken, Jesse E.,	Wilson,	North Carolina
Akers, Lois Pridgen,	Roanoke Rapids,	North Carolina
Albritton, Martin Holt,	Snow Hill,	North Carolina
Aldridge, Daniel Thomas,	Union Ridge,	North Carolina
Allen, Charles Bonner,	Wadesboro,	North Carolina
Allen, Frank Brown,	Warrenton,	North Carolina
Allen, James George,	Charlottesville,	Virginia
Anders, Helen Kathleen,	Gastonia,	North Carolina
Anderson, Richard F.,	Albemarle,	North Carolina
Anderson, Wade Hampton, Jr.,	Wilson,	North Carolina
Anderson, William Minor,	Durham,	North Carolina
Andrews, Cleveland D.,	Gastonia,	North Carolina
Andrews, Homer Burns,	Mt. Gilead,	North Carolina
Armstrong, John Franklin,	North Wilkesboro,	North Carolina
Armstrong, Robert Stone, Jr.,	Lowell,	North Carolina
Atkins, Ara Rachel,	Durham,	North Carolina
Atkins, Robert Boyer,	Washington,	D. C.
Atkinson, Edward C., Jr.,	St. Matthews,	Kentucky
Atwater, Luther Edmund, Jr.,	Burlington,	North Carolina
Austin, Gaither James,	Winston-Salem,	North Carolina
Ballard, Philip A.,	Reidsville,	North Carolina

Banes, Thomas Stanley,	Fort Pierce,	Florida
Barbee, John L.,	Durham,	North Carolina
Barber, Arthur, Jr.,	New Bern,	North Carolina
Barber, Marjorie,	Durham,	North Carolina
Barker, Nelson Sylvanus,	Trenton,	North Carolina
Barrington, Carl Adam,	Oriental,	North Carolina
Baroody, B. J.,	Timmons ville,	South Carolina
Barto, Walter H.,	Kittanning,	Pennsylvania
Bass, Emily Blanche,	Durham,	North Carolina
Batchelor, William J.,	Nashville,	North Carolina
Bateman, James Anson,	Roper,	North Carolina
Bean, Cecil Louis,	Siler City,	North Carolina
Beaver, Robert Lee,	Spencer,	North Carolina
Bell, Bennie Rufus,	Farmville,	North Carolina
Belvin, Herman Edward,	Durham,	North Carolina
Bennett, Thomas W.,	Cleveland,	Ohio
Benson, Walter C.,	Scotland Neck,	North Carolina
Berry, John Madison,	Swan Quarter,	North Carolina
Best, Flora Crews,	Fremont,	North Carolina
Betts, Lonnie J.,	Fuquay Springs,	North Carolina
Blackley, Purnell,	Hamlet,	North Carolina
Blackmon, Oliver C., Jr.,	Lancaster,	South Carolina
Blalock, Vann Ogburn,	Raleigh,	North Carolina
Boggs, Roy Dixon,	Statesville,	North Carolina
Bolich, Eugene D.,	Denver,	North Carolina
Bolich, Philip M.,	Winston-Salem,	North Carolina
Boone, Demetrius Leonard, Jr.,	Durham,	North Carolina
Bowdon, Robert Threadgill,	Richmond,	Virginia
Bowling, Bernard Philip, Jr.,	Rougemont,	North Carolina
Bradley, Rufus, Jr.,	La Grange,	North Carolina
Bradsher, Mary Elizabeth,	Petersburg,	Virginia
Brewer, Pierce Oliver,	Winston-Salem,	North Carolina
Bridgers, Julian Dalma,	Conway,	North Carolina
Brist, Uriah Marion,	St. Stephen, N. B.	Canada
Britt, James Albert, Jr.,	New York,	New York
Britt, Wade H., Jr.,	Reidsville,	North Carolina
Brogden, Genola Lloyd,	Durham,	North Carolina
Brooks, Ernest Bruce,	Durham,	North Carolina
Brooks, William Eugene,	Reidsville,	North Carolina
Broom, Willie Madison,	Charlotte,	North Carolina
Brown, Edward,	Chelsea,	Massachusetts
Brown, Frank Julius,	Troutman,	North Carolina
Brown, Holwin Tilden,	Troutman,	North Carolina
Brown, Mark Wiley, Jr.,	Asheville,	North Carolina
Brown, Richard Lane, Jr.,	Albemarle,	North Carolina
Bruton, George H.,	Mt. Gilead,	North Carolina
Bryan, Belton O'Neal,	Duncan,	South Carolina
Bryan, William Jennings,	Winston-Salem,	North Carolina
Bryant, Wrenn Carlyle,	Petersburg,	Virginia

Bryson, Robert J.,	Balsam,	North Carolina
Buchanan, James T.,	Sanford,	North Carolina
Buchman, Evelyn,	Durham,	North Carolina
Budd, Candler Warren,	Prattville,	Alabama
Bulla, Eugene A.,	Randleman,	North Carolina
Bundy, W. Lumsden,	Fayetteville,	North Carolina
Bundy, William Thomas,	Charlotte,	North Carolina
Burch, Betty,	Charlotte,	North Carolina
Burgess, Nan Jordan,	Norfolk,	Virginia
Burgin, Mary Virginia,	Winston-Salem,	North Carolina
Burnette, Robert,	Greensboro,	North Carolina
Burrus, Corlett Winston,	Hatteras,	North Carolina
Byers, Joe R.,	Hendersonville,	North Carolina
Byrd, Clyde R.,	Durham,	North Carolina
Campbell, Eugene Bernard,	Lynchburg,	Virginia
Cannon, Albert Henry,	Spruce Pine,	North Carolina
Carpenter, T. Edgar, Jr.,	Durham,	North Carolina
Carter, Frank Woods,	Danville,	Virginia
Carter, Raymond C.,	Durham,	North Carolina
Carter, William C.,	Mt. Hope,	West Virginia
Caudill, Jack Lee,	Lansing,	North Carolina
Chambers, Mary E.,	Warsaw,	North Carolina
Chandler, Druery Allen,	Morrisville,	North Carolina
Chapman, Matt McGuire,	Morven,	North Carolina
Cheek, Aubrey K.,	Durham,	North Carolina
Cheek, Wesley Arthur,	Greensboro,	North Carolina
Church, Rex B.,	Roaring River,	North Carolina
Clark, Herbert Leon,	Raleigh,	North Carolina
Clark, Milton S.,	Goldsboro,	North Carolina
Clarke, Elizabeth Ray,	Wilmington,	North Carolina
Clary, Ben L.,	Gaffney,	South Carolina
Clodfelter, Parrish Edward,	High Point,	North Carolina
Cobb, John Wilson,	Durham,	North Carolina
Coleman, Daniel Lawrence,	Dayton,	Pennsylvania
Coleman, James P.,	Sharon,	Pennsylvania
Collier, Raymond B.,	Garysburg,	North Carolina
Compton, James Allen,	Mebane,	North Carolina
Cook, Ralph H.,	Greensboro,	North Carolina
Cooke, K. B.,	Maiden,	North Carolina
Coover, Richard Hoffman,	New Cumberland,	Pennsylvania
Correll, Mary Lillian,	Chapel Hill,	North Carolina
Coston, George Baxter,	Asheville,	North Carolina
Coulter, Leland Hildebrand,	Vandergrift,	Pennsylvania
Cousins, Mattie Gray,	Durham,	North Carolina
Covner, David Philip,	Lynn,	Massachusetts
Cox, Curtis Atlas,	Bolivia,	North Carolina
Craft, Norma Louise,	Wilmington,	North Carolina
Craig, Hoyle William,	Durham,	North Carolina
Creekmore, R. Tazewell,	Norfolk,	Virginia

Crim, Joanna,	Winston-Salem,	North Carolina
Croom, Percy E.,	Clinton,	North Carolina
Crosby, Roddey Rollin,	Durham,	North Carolina
Croson, Joseph McGuire,	Washington,	D. C.
Curtis, Zeb. F., Jr.,	Asheville,	North Carolina
Cyrus, William H.,	Louisburg,	North Carolina
Daniels, Oscar Carroll, Jr.,	Oriental,	North Carolina
Daniels, Rayden Eugene,	Elizabeth City,	North Carolina
Davis, Ramie Willard,	Smithfield,	North Carolina
Davenport, David Laxton,	Horse Shoe,	North Carolina
Davenport, William Frederick,	Greenville,	North Carolina
Davis, William Munro,	Freeland,	Pennsylvania
Day, William Allen,	Bradenton,	Florida
Deans, John Lacy,	Selma,	North Carolina
deBruyne, Leonora,	Durham,	North Carolina
Dennis, Everette Hanes,	Cooleemee,	North Carolina
Denton, Johnie Leroy	Sheffield,	Alabama
Diamond, Theresa,	Danville,	Virginia
Disher, Leo Selivers,	Winston-Salem,	North Carolina
Dixon, James Alvin,	Cheriton,	Virginia
Dodd, Christine M.,	Clayton,	North Carolina
Dorsey, Thomas Buie,	Goldsboro,	North Carolina
Douty, Harry M.,	Baltimore,	Maryland
Dowling, Edward S.,	Florence,	South Carolina
Downum, Allen F.,	Gloucester,	North Carolina
Drew, William P., Jr.,	Asheville,	North Carolina
Duffey, Horace Rodney,	Washington,	D. C.
Dunn, Charles Wilkerson,	Pinetops,	North Carolina
Durham, Wade Hadley,	Siler City,	North Carolina
Earnhardt, Davis Furman,	Port Orange,	Florida
Edmondson, Louis Harris,	Meda,	Georgia
Edmundson, R. Burt,	Stantonsburg,	North Carolina
Edwards, Leo Love,	Kinston,	North Carolina
Elders, Herbert Thomas,	Columbia,	South Carolina
Eley, Willima Hatcher,	Suffolk,	Virginia
Elmore, Irvin Hall,	Lowell,	North Carolina
Embree, Ralph,	Buena Vista,	Virginia
English, Frederick Roy,	Hendersonville,	North Carolina
Eubank, Graham Stanford,	Maysville,	North Carolina
Eudy, Nathan L.,	Mt. Pleasant,	North Carolina
Evernham, Earle B.,	Neptune,	New Jersey
Farmer, Allison Barnes,	Bailey,	North Carolina
Farrar, Thomas Lucas,	Quakertown,	New Jersey
Farthing, William Patrick,	Durham,	North Carolina
Felts, Virginia,	Durham,	North Carolina
Fergus, Leroy Clark,	Wilmington,	North Carolina
Finch, Edwin Perkins,	Henderson,	North Carolina
Finkelstein, Hilda,	Asheville,	North Carolina
Fischer, Leon Vernon,	Charleston,	South Carolina

Fisher, Bernard X.,	Atlantic City,	New Jersey
Fisher, Charles Bernhardt,	Asheville,	North Carolina
Fisher, Thomas Clapp,	Salisbury,	North Carolina
Flintom, George W.,	Durham,	North Carolina
Flood, Harold Dinsmore,	Swarthmore,	Pennsylvania
Forrest, Madison Lindsay,	Efland,	North Carolina
Forrest, Stephen Caldwell, Jr.,	Efland,	North Carolina
Fox, J. B., Jr.	Henderson,	North Carolina
Francis, Pauline S.,	Bryson City,	North Carolina
Frick, Fred G.,	Gold Hill,	North Carolina
Friedman, Bernard,	New York,	New York
Fry, William T.,	Waynesville,	North Carolina
Fuller, Bacon,	Durham,	North Carolina
Fulp, William W.,	Kernersville,	North Carolina
Fuquay, Oscar Spears,	Lillington,	North Carolina
Gamble, John Jenkins,	Birmingham,	Alabama
Gannon, George Patrick,	Pittsburgh,	Pennsylvania
Garber, Don Martin,	Washington,	D. C.
Garmon, Charles H.,	Charlotte,	North Carolina
Garner, Samuel Paul,	Winston-Salem,	North Carolina
Garriss, Marcus Alton,	Margarettsville,	North Carolina
Garrison, Walter J., Jr.,	Crozet,	Virginia
Gehret, Robert Kenneth,	Altoona,	Pennsylvania
Gentry, H. Bradsher,	Roxboro,	North Carolina
Gentry, Roger S.,	Roxboro,	North Carolina
Glenn, Argyle,	Richmond,	Virginia
Gordon, Mabel Page,	Elizabeth City,	North Carolina
Gordon, William R.,	Elizabeth City,	North Carolina
Gould, Frederic Theodore,	Lake George,	New York
Grant, James William,	Durham,	North Carolina
Gray, George Herman,	Wadesboro,	North Carolina
Gray, William Frederick,	Durham,	North Carolina
Grayson, George W.,	Spindale,	North Carolina
Green, Martin Klapp,	Raleigh,	North Carolina
Green, Mary Lucy,	Durham,	North Carolina
Green, Ottis, Jr.,	Asheville,	North Carolina
Green, Robert Vincent,	Harrisburg,	Pennsylvania
Greenhalgh, Evelyn,	Birmingham,	Alabama
Green, A. Hobart,	Mooresboro,	North Carolina
Griffin, David H.,	Nashville,	North Carolina
Griffith, Lloyd Edward,	Wadesboro,	North Carolina
Griggs, Morton M.,	Mayodan,	North Carolina
Groome, Houston Hemp,	Greensboro,	North Carolina
Guirkin, Alfred D.,	Raleigh,	North Carolina
Gurley, John Leland,	Princeton,	North Carolina
Guthrie, Mildred M.,	Swan Quarter,	North Carolina
Haber, Benjamin,	New York,	New York
Hackney, Theresa Elizabeth,	Lexington,	North Carolina
Hadley, Jake Milton,	Greenville,	North Carolina

Hale, J. Rodney,	Winter Park,	Florida
Hall, Elizabeth French,	Durham,	North Carolina
Hamilton, William Secrest,	Monroe,	North Carolina
Hamlin, Parker Redman,	Washington,	New Jersey
Hancammon, William H., Jr.,	Wilmington,	North Carolina
Hane, James Tennent,	Fort Motte,	South Carolina
Hardin, George Coble,	Greensboro,	North Carolina
Harper, Thomas J.,	Erwin,	North Carolina
Harrell, Annie Virginia,	Durham,	North Carolina
Harrell, George T., Jr.,	Asheville,	North Carolina
Harrell, Margaret Gertrude,	Asheville,	North Carolina
Harwell, George Corbin,	Wilmington,	North Carolina
Harris, M. Haymond,	Newport,	Arkansas
Harris, Henry Spencer,	Wilson,	North Carolina
Harris, Thomas B.,	Mooresboro,	North Carolina
Harrison, Elmer C.,	Kinston,	North Carolina
Harrison, Annie Irene,	Pinetown,	North Carolina
Hart, Mary Vann,	Durham,	North Carolina
Hawkins, Samuel Jackson,	Wilmington,	North Carolina
Haynes, Kenneth Browning,	Cleveland,	Ohio
Hedgepeth, Albert Anderson,	Littleton,	North Carolina
Hege, John D.,	Salisbury,	North Carolina
Helm, Arthur R.,	Kittanning,	Pennsylvania
Hellman, Jacob,	Brooklyn,	New York
Henry, Carolyn,	Asheville,	North Carolina
Henry, Fannie Charles,	Wallace,	North Carolina
Henry, Thomas Allison,	New Bern,	North Carolina
Herbert, Charles A.,	Hagerstown,	Maryland
Hermelink, Gretel,	Marburg,	Germany
Hicks, William B.,	Charlotte,	North Carolina
Hill, John Darius,	Sunbury,	North Carolina
Hill, James W.,	Sunbury,	North Carolina
Hiltabidle, James Grason.	York,	Pennsylvania
Hintze, William Niestlil,	Wilmington,	North Carolina
Hippler, Franklin,	Chicago	Illinois
Hobbs, Elizabeth Relfe,	Durham,	North Carolina
Hobgood, Blanche Parham,	Durham,	North Carolina
Hobgood, Evaleigh,	Durham,	North Carolina
Hoey, Mary Duval,	Frederica,	Delaware
Hoffman, Byron Jay,	Asheville,	North Carolina
Holloway, Clarence Rollins,	Lake City,	South Carolina
Holloway, Fuller,	Durham,	North Carolina
Hopkins, William Francis,	Lansdowne,	Pennsylvania
Howard, Margaret Goodson,	Rockingham,	North Carolina
Howell, Edward Arthur,	Goldsboro,	North Carolina
Howland, Ralph Lindsay,	Henderson,	North Carolina
Hoyle, Lawrence T.,	Greensboro,	North Carolina
Huckabee, Alice Virginia,	Albemarle,	North Carolina
Hughes, Eugene Francis,	Hampton,	Virginia

Hughes, George G.,	Spencer,	North Carolina
Hyatt, Donald McIntosh,	Waynesville,	North Carolina
James, Clyde B.,	Cumberland,	Maryland
Jarrett, Emanuel James, Jr.,	Thomasville,	North Carolina
Jenkins, John Robert, Jr.,	Parmele,	North Carolina
Johnson, Charles Robert,	New York,	New York
Johnson, John Norborne,	Waynesville,	North Carolina
Johnson, Lewis Steve,	New York,	New York
Johnson, Marion O.,	Ingold,	North Carolina
Johnson, Thomas Philip,	Liberty,	North Carolina
Johnson, Frank Roy,	Ivanhoe,	North Carolina
Johnston, Franklin Vines, Jr.,	Gastonia,	North Carolina
Jones, Esther Ruth,	Bowman,	South Carolina
Jordan, Richard E.,	Newport News,	Virginia
Kadis, Ida H.,	Goldsboro,	North Carolina
Kearns, Charles L.,	High Point,	North Carolina
Keegan, William J.,	Southington,	Connecticut
Keen, Edward Pou,	Four Oaks,	North Carolina
Kestler, Charles B.,	Concord,	North Carolina
Kiefer, Jack B.,	Pittsburgh,	Pennsylvania
Kirby, Carolyn,	Decatur,	Georgia
Kolbe, Henry Eugene,	Annapolis,	Maryland
Langston, Mary Williamson,	Goldsboro,	North Carolina
Langston, William Henry,	Goldsboro,	North Carolina
Lassiter, Thomas James,	Smithfield,	North Carolina
Lawless, Lawrence Craddock,	Norfolk,	Virginia
Layton, Chester C.,	Ocean Grove,	New Jersey
Leach, Edith Horne,	Washington,	North Carolina
Leathers, Lindell Lewis,	Charlotte,	North Carolina
Leight, John R.,	Walkertown,	North Carolina
Lemmond, John Henry,	Matthews,	North Carolina
Lemons, Samuel M.,	Reidsville,	North Carolina
Lewis, Allen R.,	Swarthmore,	Pennsylvania
Lewis, Herbert L.,	Greensboro,	North Carolina
Lintner, Newell Van Meter,	Leesburg,	Virginia
Lipscomb, John Moseley, Jr.,	Birmingham,	Alabama
Little, Dessie Lea,	Durham,	North Carolina
Lougee, John Horton,	Durham,	North Carolina
Lovell, Heyward A.,	Gresham,	South Carolina
Lunsford, Thomas Jones,	Durham,	North Carolina
Lutz, Lloyd Luther,	Shelby,	North Carolina
Lyon, Elizabeth,	Durham,	North Carolina
McCullers, Ruby Lee,	Durham,	North Carolina
McCullough, Kenneth H.,	Indiana,	Pennsylvania
McCullough, William Louis,	Johnson City,	Tennessee
McDonald, Eleanor Petrie,	Wilmington,	North Carolina
McDowell, William D.,	Kershaw,	South Carolina
McGarvey, James Russell,	Kittanning,	Pennsylvania
McKaughan, David Lee,	Kernersville,	North Carolina

McKeithan, Emmet Jones,	Bostic,	North Carolina
McKenzie, Wayland Nash,	Norwood,	North Carolina
McNeill, Hampton,	North Wilkesboro,	North Carolina
McRorie, Cyrus Brown,	Rutherfordton,	North Carolina
Magruder, Richard Scott,	Orlando,	Florida
Malm, Webster A.,	Cleveland,	Ohio
Mangum, Verna,	Bahama,	North Carolina
Mann, Marvin Mellard,	St. Matthews,	South Carolina
Margolin, Samuel J.,	Brooklyn,	New York
Marr, Harry Coburn,	Winston-Salem,	North Carolina
Marr, Kenneth Charles,	Bryson City,	North Carolina
Marrow, John Wesley,	Roper,	North Carolina
Martin, Benjamin Franklin,	Wilmington,	North Carolina
Massey, Adam B.,	Port Norris,	New Jersey
Matheson, Edward Branson,	Mt. Gilead,	North Carolina
Matlock, Ronald J.,	Hookerton,	North Carolina
Matthews, Leon Newell,	Bessemer City,	North Carolina
Melton, Jack Robert,	Charlotte,	North Carolina
Miller, Ben,	Hickory Grove,	South Carolina
Miller, Jasper Howell,	Durham,	North Carolina
Miller, Murray Culbertson,	Upper Darby,	Pennsylvania
Miller, Robert Smith,	Cleveland,	Ohio
Miller, Thomas J., Jr.,	Baltimore,	Maryland
Miller, William Tarlor, Jr.,	Winston-Salem,	North Carolina
Moncrief, Elizabeth,	Cincinnati,	Ohio
Montgomery, Mary Frances,	Durham,	North Carolina
Moore, B. W.,	Lake City,	South Carolina
Moore, Maurice N.,	Graham,	North Carolina
Moore, Meredith John,	Greenville,	North Carolina
Morgan, Thomas Cushman,	New Bethlehem,	Pennsylvania
Morris, Hugh A.,	Mesic,	North Carolina
Morris, John Watson,	Winston-Salem,	North Carolina
Moses, Mary Louise,	Norfolk,	Virginia
Moss, Florence,	Mobile,	Alabama
Munn, John Milton,	Effingham,	South Carolina
Murphy, Lenore Marian,	Tidioute,	Pennsylvania
Murray, Homer H.,	Maiden,	North Carolina
Murray, William James,	Durham,	North Carolina
Murray, Wendell McCullen,	Durham,	North Carolina
Narbeth, Arthur Benjamin,	Swarthmore,	Pennsylvania
Newton, Evelyn Elizabeth,	Durham,	North Carolina
Newton, William Lewis, Jr.,	Greenville,	South Carolina
Nicholson, Frank C.,	Greensboro,	North Carolina
Nicholson, Walter Lee,	Charlotte,	North Carolina
Nicks, Mariana,	Roxboro,	North Carolina
Norman, James Joseph,	Winston-Salem,	North Carolina
Norment, Richard Montgomery, Jr.,	Lumberton,	North Carolina
O'Briant, Gordon L.,	Durham,	North Carolina
Oldham, George Willis,	Durham,	North Carolina

Oliver, Justin Shepard, Jr.,	Marietta,	North Carolina
Orem, Nicholas, Jr.,	Hyattsville,	Maryland
Ormond, Will Newman,	Hookerton,	North Carolina
Ormsby, Wilbur Stanley,	New York,	New York
Orr, Robert Kay,	Hendersonville,	North Carolina
Osborn, Edward H., Jr.,	Kinston,	North Carolina
Osborn, Virgil A.,	Winston-Salem,	North Carolina
Osborne, Zebulon Frank,	Brevard,	North Carolina
Oser, David John,	Tampa,	Florida
Owney, Sara Elizabeth,	Asheville,	North Carolina
Parker, Frank Clark,	Fort Pierce,	Florida
Parker, George Hinson,	Franklin,	Virginia
Parker, William B.,	Carlisle,	Kentucky
Pate, Robert Hoke,	Durham,	North Carolina
Patrick, Stuart Dixon,	Bahama,	North Carolina
Patton, Robert William,	Tampa,	Florida
Peabody, Frank Joseph,	Ardmore,	Pennsylvania
Peake, James R., Jr.,	Norfolk,	Virginia
Pearce, Erastus Oris, Jr.,	Zebulon,	North Carolina
Peele, Edward Cooley,	Elm City,	North Carolina
Peet, Willis,	Leetonia,	Ohio
Penny, Wade Hampton,	Casma,	North Carolina
Peppell, Robert Lee,	Nazareth,	Pennsylvania
Perrow, Betsy Marshall,	Asheville,	North Carolina
Perry, William Elvis,	Wendell,	North Carolina
Persons, Walter S., Jr.,	Orlando,	Florida
Peters, James Sidney, Jr.,	Richmond,	Virginia
Peterson, Everett Lindsay,	Clinton,	North Carolina
Phillips, Eugene Bryan,	W. New Brighton,	Staten Island, N. Y.
Phipps, Glenn Ward,	Galax,	Virginia
Phipps, Marguerite Elizabeth,	Independence,	Virginia
Physioc, Willis Johnson, Jr.,	Stamford,	Connecticut
Pickett, Victor Weaver,	Durham,	North Carolina
Pierce, Lloyd S.,	Spencer,	North Carolina
Pierce, Ovid Williams,	Weldon,	North Carolina
Pittman, Katherine Louise,	Kinston,	North Carolina
Plaster, Claude Spencer,	Winston-Salem,	North Carolina
Plyler, Spencer Carl,	Misenheimer,	North Carolina
Poole, Henry Stevenson, Jr.,	Rocky Mount,	North Carolina
Poole, James Robert,	Lumberton,	North Carolina
Poole, Lelia Allen,	Raleigh,	North Carolina
Pope, William Allan, Jr.,	Durham,	North Carolina
Powe, Ellerbe, Jr.,	Durham,	North Carolina
Powell, Clarence,	Clinton,	North Carolina
Powell, Mary Elizabeth,	Warsaw,	North Carolina
Prince, Newton Vincent,	Fuquay Springs,	North Carolina
Pritchett, Marshall,	Charlotte,	North Carolina
Ragsdale, William Smith,	Smithfield,	North Carolina
Ray, Horace Greene,	Raleigh,	North Carolina

Raye, Henry Caswell,	Kinston,	North Carolina
Reade, Eugene Walter, Jr.,	Durham,	North Carolina
Reddie, William J.,	Easton,	Maryland
Redding, Penn Wood,	Asheboro,	North Carolina
Reed, James Wood, Jr.,	New York,	New York
Reed, Marvin,	Hertford,	North Carolina
Reque, Paul G.,	Brooklyn,	New York
Reynolds, Kendrick,	Fall River,	Massachusetts
Rhyne, Charles Sylvanus,	Charlotte,	North Carolina
Riddick, Floyd M.,	Suffolk,	Virginia
Riddick, Thomas F.,	Belhaven,	North Carolina
Riddle, Ira Paul	Fayetteville,	North Carolina
Riley, Claude Hughes,	Hillsboro,	North Carolina
Riley, Grace Eloise,	Durham,	North Carolina
Riley, Sadie Maie,	Durham,	North Carolina
Ripley, Hampton,	Winnetka,	Illinois
Robbins, George Lindsay,	Trinity,	North Carolina
Roberson, Paul D.,	Robersonville,	North Carolina
Robertson, W. Burdett, Jr.,	Burnsville,	North Carolina
Robertson, Frank John,	Germantown,	Pennsylvania
Robeson, James Glenn,	Greenville,	North Carolina
Rochelle, David Benjamin,	Waverly,	Tennessee
Rogers, Evelyn,	Asheville,	North Carolina
Rogers, John Alden,	Roxboro,	North Carolina
Rogers, Mae,	Durham,	North Carolina
Roper, Henry Napoleon, Jr.,	Bath,	North Carolina
Rotha, Harry, Jr.,	Waynesville,	North Carolina
Rouse, Elizabeth Armanie,	La Grange,	North Carolina
Rowland, Annie Elizabeth,	Durham,	North Carolina
Royall, William Richard, Jr.,	Wilmington,	North Carolina
Rozzelle, Frank Cathey,	Hendersonville,	North Carolina
Rugh, Albert L.,	Saltsburg,	Pennsylvania
Rumbaugh, William Glenn,	Avonmore,	Pennsylvania
Rush, Robert Herbert,	Lumber City,	Georgia
Russ, Gladwyn Taft,	Laurinburg,	North Carolina
Ryan, Willis P.,	Bradley Beach,	New Jersey
Ryon, Thomas Harvey,	Washington,	D. C.
Salmon, John Andrew,	Durham,	North Carolina
Sample, Dallas E.,	Elizabeth City,	North Carolina
Sanders, Julius Taft,	Chester,	South Carolina
Sandling, Jesse Jefferson,	Morrisville,	North Carolina
Satterfield, William Lloyd,	Roxboro,	North Carolina
Saunders, Arthur J.,	Gibsonville,	North Carolina
Saunders, Fred Glenn,	Apex,	North Carolina
Scanlon, David H.,	Durham,	North Carolina
Scott, Iredell Montgomery,	Fair Bluff,	North Carolina
Schock, Arch Kerper,	Philadelphia,	Pennsylvania
Schooley, Hugh D.,	Granite City,	Illinois
Seeley, Laura Mae,	Ozone Park,	New York

Shacklette, Henry Dan,	West Durham,	North Carolina
Shacklette, Martha W.,	Durham,	North Carolina
Sharpe, John Allen,	Lumberton,	North Carolina
Sharpe, Walter Eugene, Jr.,	Burlington,	North Carolina
Shaw, John D.,	Meriden,	Connecticut
Shields, Holland Hubert,	Kernersville,	North Carolina
Shields, Wilbur Thomas,	West Durham,	North Carolina
Shipp, Helen Stone,	Durham,	North Carolina
Shore, Hoyt Walter,	Charlotte,	North Carolina
Shuford, Gladys Winston,	Lexington,	North Carolina
Simmons, William Francis,	Hendersonville,	North Carolina
Simpson, Wallace W.,	Charlotte,	North Carolina
Simpson, James Everett,	Hendersonville,	North Carolina
Simpson, Marion,	Monroe,	North Carolina
Smathers, James Carrol,	Asheville,	North Carolina
Smith, Carlton Sexton,	Danville,	Virginia
Smith, Doris Moring,	Durham,	North Carolina
Smith, Franklin Bennie,	Pikeville,	North Carolina
Smith, Samuel James, Jr.,	Absecon,	New Jersey
Smith, Thornton B.,	Mullins,	South Carolina
Smith, William Ray, Jr.,	Bryson City,	North Carolina
Smoot, Alexander Lee,	Salisbury,	North Carolina
Snipes, A. Haywood,	Cameron,	North Carolina
Snow, Guy Lafayette,	Round Peak,	North Carolina
Snow, William Brewster,	Durham,	North Carolina
Snow, William Burton,	Lima,	Ohio
Stallings, June Henry,	Durham,	North Carolina
Stallings, Joe Matthew,	Concord,	North Carolina
Stancil, B. Lawton,	Kenly,	North Carolina
Stanley, Earl Council,	Hendersonville,	North Carolina
Starkey, Marshall Leonidas,	Greenville,	North Carolina
Steele, Frank,	Lillington,	North Carolina
Stein, William Scott, Jr.,	Washington,	D. C.
Stephenson, Lynwood Theophilous,	Varina,	North Carolina
Stevens, H. Blair,	Goldsboro,	North Carolina
Stevens, Thomas Hood,	Princeton,	North Carolina
Stevenson, Robert Louis,	Winston-Salem,	North Carolina
Stikeleather, Eileen C.,	Asheville,	North Carolina
Stone, Katherine,	Durham,	North Carolina
Stonestreet, Charles B.,	Winston-Salem,	North Carolina
Stowe, James William, Jr.,	Belmont,	North Carolina
Straughan, Thomas J.,	Charleston,	West Virginia
Street, Richard McIntosh,	Sanford,	North Carolina
Strowd, Eugene Fletcher,	Durham,	North Carolina
Stuart, Charles Edward,	Rochester,	New York
Swain, Roger Whitfield,	Durham,	North Carolina
Swaringen, George Hubert,	Norwood,	North Carolina
Sykes, Grover Paris,	Mebane,	North Carolina
Tart, T. Eugene,	Newton Grove,	North Carolina

Tate, Mary Jane,	New York,	New York
Taylor, James Patterson,	Bristol,	Pennsylvania
Taylor, Ralph Henderson,	Charlotte,	North Carolina
Teague, Mildred Banks,	Burlington,	North Carolina
Teel, Ruth Evelyn,	Durham,	North Carolina
Terry, Edgar William,	Durham,	North Carolina
Thompson, Claude Hoke,	Shelby,	North Carolina
Thomas, Edward Galloway,	Greenville,	North Carolina
Thomas, Thomas, Jr.,	Portland,	Maine
Thompson, Julian Z., Jr.,	Shelby,	North Carolina
Thompson, Marvin W.,	Granite City,	Illinois
Thrower, William Nathan,	Belmont,	North Carolina
Tolson, Edward Lawrence, Jr.,	Washington,	D. C.
Trent, Thelbert M.,	Appomattox,	Virginia
Trexler, John Caldwell,	Salisbury,	North Carolina
Tucker, Herman E.,	Kernersville,	North Carolina
Tucker, John Layton,	Germantown,	Pennsylvania
Turner, J. Everett, Jr.,	Charlotte,	North Carolina
Turner, Franklin C.,	Clarksville,	Virginia
Umstead, Otie Hamlin,	Durham,	North Carolina
Underwood, Norman Bruce,	Toledo,	Ohio
Upchurch, Oliver W.,	Durham,	North Carolina
Vaughan, James A., Jr.,	Greenville,	South Carolina
Vick, George Elliott,	Kinston,	North Carolina
Vickers, Margaret Elise,	Roxboro,	North Carolina
Vinyard, Walter Darnall,	Vinton,	Virginia
Waddell, Kathleen Elizabeth,	Bonlee,	North Carolina
Walter, George Henry,	Orangeburg,	South Carolina
Walters, Thomas Martin,	Polkton,	North Carolina
Wang, Chi Nyok,	Shanghai,	China
Ward, James Adolphus,	Hendersonville,	North Carolina
Warner, Lillian Hallyburton,	Thomasville,	North Carolina
Warwick, Robert Durant,	Charlotte,	North Carolina
Watts, William Murray,	Mount Vernon,	New York
Weaver, William Fiske,	Asheville,	North Carolina
Weaver, William Walter,	Durham,	North Carolina
Webb, Charles Rice,	West Collingswood,	New Jersey
Webb, Joseph Hooper,	Decatur,	Georgia
Weckesser, Elden C.,	Doylestown,	Ohio
Wellons, James A., Jr.,	Smithfield,	North Carolina
Welton, Clarence Porter,	Durham,	North Carolina
Wentz, Lester Hansell,	Schoolfield,	Virginia
White, R. Jack,	Tidioute,	Pennsylvania
White, W. Herbert,	Ruffin,	North Carolina
Whitehead, Henry Gibson,	Dunn,	North Carolina
Whitehead, John W.,	Dunn,	North Carolina
Whitfield, Grover Cleveland,	Durham,	North Carolina
Whitfield, William Edward,	Hurdle Mills,	North Carolina
Williams, Hazel,	Durham,	North Carolina

Williams, Lonnie Windfield,	Mount Airy,	North Carolina
Williams, Louis Napoleon,	Battleboro,	North Carolina
Williams, William Alfred,	Hertford,	North Carolina
Willis, Jarvis L.,	Erwin,	North Carolina
Winstead, Kenneth P.,	Wilmington,	North Carolina
Winston, Louis Eugene,	Raleigh,	North Carolina
Womble, Thomas Macon,	Wilmington,	North Carolina
Womble, William G., Jr.,	Raleigh,	North Carolina
Woodlief, Rufus Kirkland,	Kittrell,	North Carolina
Woodroe, Clarence F.,	Charleston,	West Virginia
Woods, Clinton McMillin,	Marion,	South Carolina
Woodward, Whilden James,	Columbia,	South Carolina
Woolf, Louis B.,	Charlotte,	North Carolina
Yerton, Boyce C.,	Newell,	North Carolina
Young, Percy Whitaker,	Walkertown,	North Carolina
Zuckerman, Isadore W.,	Durham,	North Carolina

TEACHERS ENROLLED IN UNDERGRADUATE COURSES

Adams, Edna,	Durham,	North Carolina
Bacon, Clara Council,	Durham,	North Carolina
Berry, Ruth Miles,	Durham,	North Carolina
Bryan, Rose Ellwood,	Durham,	North Carolina
Callahan, Mary Elizabeth,	Durham,	North Carolina
Clippard, Katharine Murchison,	Durham,	North Carolina
Cockerham, Grace,	Elkin,	North Carolina
Cooke, Nancy Louise,	Durham,	North Carolina
Cowan, Ida,	Durham,	North Carolina
Crumpacker, Bernice Helen,	Durham,	North Carolina
Culp, Amanda Caroline,	Dunn,	North Carolina
Fuller, Mary Maude,	Durham,	North Carolina
Greene, Fern,	Durham,	North Carolina
Heflin, Margaret,	Durham,	North Carolina
Jones, Eunice,	Durham,	North Carolina
Lansdell, Nancy Elizabeth,	Semora,	North Carolina
Leathers, Jessie,	Durham,	North Carolina
Moize, Vivian,	Durham,	North Carolina
Moss, Kathleen,	Durham,	North Carolina
Mullen, Margaret,	Warrenton,	North Carolina
Patche, Eleanor,	Augusta,	Georgia
Pearce, Lucille,	Durham,	North Carolina
Pendergrass, Berlena,	Durham,	North Carolina
Phillips, Katherine,	Durham,	North Carolina
Reade, Pamela Carolyn,	Rougemont,	North Carolina
Satterfield, Annie Lou,	Durham,	North Carolina
Timberlake, Earle,	Durham,	North Carolina
Whitaker, Bessie,	Durham,	North Carolina

SCHOOL OF RELIGION

SENIOR CLASS

Fouts, Dwight Lang	Durham,	North Carolina
A.B., Duke University, 1912.		
Herbert, Chesley Carlisle, Jr.	Spartanburg,	South Carolina
A.B., Wofford College, 1925.		
A.M., Duke University, 1926.		
Huggin, James George	Aiken,	South Carolina
A.B., Wofford College, 1925.		
Jerome, Robert Leroy	Goldsboro,	North Carolina
A.B., Duke University, 1926.		
Kolb, Ernest Connors	Sumter,	South Carolina
A.B., Furman University, 1919.		
Kyles, Alpheus Alexander	Mooresville,	North Carolina
A.B., Duke University, 1926.		
Moffitt, James William	Dayton,	Tennessee
B.S., East Tennessee State Teachers College, 1927.		
Nease, Edgar Harrison	Gibsonville,	North Carolina
A.B., Duke University, 1925.		
Phillips, James Godfrey	Chapel Hill,	North Carolina
A.B., Central College, 1921.		
Roberts, Ivan Leard	Ruffin,	North Carolina
A.B., Duke University, 1926.		
Southard, Paul Cornelius	Stokesdale,	North Carolina
A.B., Atlantic Christian College, 1926.		
Spence, Bessie Whitted	Durham,	North Carolina
A.B., Duke University, 1906.		
A.M., Duke University, 1909.		
Stott, Janadus Doane	Wendell,	North Carolina
A.B., Duke University, 1924.		

MIDDLE CLASS

Acey, Archie Everette	Chatham,	Virginia
A.B., Randolph-Macon College, 1927.		
Barclift, Chancie DeShield	Durant's Neck,	North Carolina
A.B., Duke University, 1927.		
Branton, Razzie Ray	Hathorn,	Mississippi
A.B., Millsaps College, 1927.		
Brown, Adrian Ernul	Bynum,	North Carolina
A.B., Duke University, 1916.		
Caudill, Russell Horton	Durham,	North Carolina
A.B., Duke University, 1927.		
Clegg, William Lemuel	Garner,	North Carolina
A.B., Duke University, 1924.		
Croy, Oakley E.	Swannanoa,	North Carolina
A.B., Pasadena College, 1925.		
B.D., Pasadena College, 1926.		
Crutchfield, Henry Ervin	Henderson,	North Carolina
A.B., Elon College, 1926.		
Cunningham, Marcus Earl	Fayetteville,	Arkansas
A.B., University of Arkansas, 1927.		

Davis, Harvey Landis	Durham,	North Carolina
A.B., Duke University, 1921.		
Dawson, Robert Grady	Greensboro,	North Carolina
A.B., Duke University, 1927.		
Funk, Sherwood William	Charleston,	West Virginia
A.B., Morris Harvey College, 1925.		
Gibbs, Ferry Lee	Burlington,	North Carolina
A.B., Elon College, 1925.		
Gist, Joseph Andrew	S.T.B., Westminster Theological Seminary, 1928. Winnsboro,	Texas
A.B., East Central State Teachers College, 1927.		
Green, Charles Sylvester	Durham,	North Carolina
A.B., Wake Forest College, 1922.		
Guice, John Asa	Conway,	Arkansas
A.B., Hendrix College, 1927.		
Harrell, Stanley Claudius	Durham,	North Carolina
A.B., Elon College, 1909.		
Holler, Adlai Cornwell	Graham,	North Carolina
A.B., Wofford College, 1921.		
House, Robert Lee	Franklinton,	North Carolina
A.B., Duke University, 1928.		
Johnson, Hugh Hanna	Zuni,	Virginia
A.B., The College of William and Mary, 1924.		
Jones, Alvin Adelbert	Bemus Point,	New York
A.B., Allegheny College, 1927.		
Keever, Homer Maxwell	Lewisville,	North Carolina
A.B., Duke University, 1923.		
Knight, John Vincent	Durham,	North Carolina
A.B., Elon College, 1915.		
Lawrence, Marquis Wood	New Bern,	North Carolina
A.B., Duke University, 1925.		
McCastlain, Morris Sheppard	Holly Grove,	Arkansas
Ph.B., Emory University, 1927.		
McLarty, James Brown	Charlotte,	North Carolina
A.B., Duke University, 1927.		
Miller, Mary Scales	Washington,	D. C.
A.B., University of North Carolina, 1917.		
Nelson, Fletcher	Helena,	Arkansas
A.B., Hendrix College, 1927.		
Rainey, Lawyer James	Durham,	North Carolina
A.B., Duke University, 1927.		
Rowe, Doyle Thomas	Liberty,	North Carolina
A.B., University of Arkansas, 1927.		
Russell, Leon	West Helena,	Arkansas
A.B., Hendrix College, 1927.		
Sessoms, Louise Elizabeth	Fuquay Springs,	North Carolina
A.B., Duke University, 1926.		
Shell, William Frank	Rosston,	Arkansas
A.B., Hendrix College, 1926.		
Shuller, Edgar Ralph	Ozark,	Arkansas
A.B., Hendrix College, 1925.		
Spivey, Lucy M.	Conway,	South Carolina
A.B., Coker College, 1919.		
Stem, Margaret M.	Durham,	North Carolina
A.B., Winthrop College, 1917.		
Thompson, Lacy Hunter	Haw River,	North Carolina
A.B., Asbury College, 1927.		
Waggoner, Albert Crews	Walkertown,	North Carolina
A.B., Duke University, 1927.		

Whitford, William Edward	Vanceboro,	North Carolina
A.B., Duke University, 1927.		
Womack, Carlos P.	Rogers,	Arkansas
A.B., University of Arkansas, 1927.		

JUNIOR CLASS

Ashley, George Norman	Edenton,	North Carolina
A.B., Wake Forest College, 1928.		
*Averitt, Vernon Geddie	Groveland,	Florida
A.B., Southern College, 1929.		
Baker, Cecil Alexander	Jackson,	Tennessee
A.B., Lambuth College, 1928.		
Bowles, Charles Phillips	Guilford College,	North Carolina
A.B., Duke University, 1928.		
*Bruton, Robert Bradley	Candor,	North Carolina
A.B., Duke University, 1929.		
Carroll, James Elwood	Reidsville,	North Carolina
A.B., High Point College, 1928.		
Chalfant, Vernon Elmer	Augusta,	Arkansas
A.B., Millsaps College, 1926.		
Clark, Helen D.	High Point,	North Carolina
A.B., Randolph-Macon Woman's College, 1928.		
Coleman, Thomas Rupert	Durham,	North Carolina
A.B., Duke University, 1928.		
*Cox, Theophilus Lee	Belton,	Texas
A.B., Southwestern University, 1929.		
Cutter, Walter Airey	Baltimore,	Maryland
A.B., Central College, 1928.		
Darden, Robert Bright	Lawrenceville,	Virginia
A.B., Randolph-Macon College, 1926.		
Dimmette, Joel Walter	Leasburg,	North Carolina
A.B., Duke University, 1928.		
Edwards, Earl Browning	Durham,	North Carolina
A.B., Duke University, 1928.		
Farriss, Charles Franklin	High Point,	North Carolina
A.B., Duke University, 1927.		
Grigg, Womble Quoy	Lawndale,	North Carolina
A.B., Duke University, 1923.		
Highfill, Thomas Guthrie	Donnoha,	North Carolina
A.B., Moravian College, 1928.		
Hunt, Dwight R.	Vinita,	Oklahoma
A.B., Southeastern State Teachers College, 1928.		
Jordan, Frank Booe	Salisbury,	North Carolina
A.B., Duke University, 1927.		
Kincheloe, Marvin Smith	Damascus,	Virginia
A.B., Emory and Henry, 1925.		
Kincheloe, Mattie Graybeal	Damascus,	Virginia
A.B., Martha Washington College, 1917.		
Lane, Daniel	Louisburg,	North Carolina
A.B., Duke University, 1913.		
Minga, Taylor Herbert	Nettleton,	Mississippi
A.B., Birmingham-Southern University, 1928.		
Murphy, Hugh Edwin	Durham,	North Carolina
A.B., George Washington University, 1928.		
O'Kelly, Walter Vernon	Abilene,	Texas
A.B., McMurtry College, 1926.		

* The degree of Bachelor of Arts will be conferred in June, 1929.

Rowland, John Lester	Harrison,	Arkansas
A.B., Hendrix College, 1926.		
Shankle, Byron	Durham,	North Carolina
A.B., Duke University, 1923.		
Shumaker, Ralph Baxter	Salisbury,	North Carolina
A.B., Duke University, 1928.		
*Tilley, Lester Archie	Hurdle Mills,	North Carolina
A.B., Duke University, 1929.		
Walton, Aubrey Grey	Helena,	Arkansas
A.B., Hendrix College, 1928.		
Wilkinson, Jesse Giles	Sherrill's Ford,	North Carolina
A.B., Duke University, 1927.		
Williams, Atticus Morris	Erwin,	North Carolina
B.S., North Carolina State College of Agriculture and Engineering, 1921.		
*Yountz, James Ernest	Southmont,	North Carolina
A.B., Duke University, 1929.		

THE SCHOOL OF LAW

FIRST YEAR STUDENTS

Billings, R. B.,	Durham,	North Carolina
Boreland, A. H.,	Durham,	North Carolina
Burton, C. V.,	Norfolk,	Virginia
Colona, Shep W.,	Newport News,	Virginia
Conner, Emmett,	Johnson City,	Tennessee
Crowson, M. C., Jr.,	Durham,	North Carolina
Davis, Lee F.,	Waynesville,	North Carolina
Ervin, Paul R.,	Charlotte,	North Carolina
Falls, C. B.,	Kings Mountain,	North Carolina
Hester, Hanselle L.,	Winston-Salem,	North Carolina
Johnston, W. E., Jr.,	Winston-Salem,	North Carolina
King, J. G.,	Laurinburg,	North Carolina
McDougle, H. I.,	Durham,	North Carolina
Pearson, R. R.,	Rocky Mount,	North Carolina
Saint Amand, C. R.,	Wilmington,	North Carolina
Scurry, C. S.,	Durham,	North Carolina
Siler, A. K., Jr.,	Narberth,	Pennsylvania
Stoner, P. G.,	Lexington,	North Carolina
Thomas, F. S.,	Durham,	North Carolina
Wyche, B. P.,	Charlotte,	North Carolina
Newton, Nathan B.,	Greenville,	South Carolina

* The degree of Bachelor of Arts will be conferred in June, 1929.

SECOND YEAR STUDENTS

Burns, E. J.,	Carthage,	North Carolina
Chappell, D. V.,	Elizabeth City,	North Carolina
Derrickson, V. B.,	New Bern,	North Carolina
Finch, W. A., Jr.,	Wilson,	North Carolina
Garriss, G. S.,	Margarettsville,	North Carolina
Gatlin, W. I.,	Norfolk,	Virginia
Guthrie, M. W.,	Durham,	North Carolina
Jones, V. O.,	Weaverville,	North Carolina
Norris, J. A.,	Ft. Pierce,	Florida
Sanders, E. T.,	Shreveport,	Louisiana
Shepherd, A. B.,	Hendersonville,	North Carolina
Sink, J. M.,	Greensboro,	North Carolina
Smith, L. A.,	Durham,	North Carolina
Strickland, H. P.,	Dunn,	North Carolina
Swan, C. N.,	Johnson City,	Tennessee
Troy, J. C.,	Durham,	North Carolina
Wilson, M. C.,	Asheville,	North Carolina
Wallace, J. W.,	Statesville,	North Carolina

THIRD YEAR STUDENTS

Allshouse, M. L.,	Vandergrift,	Pennsylvania
Beal, McPherson,	Durham,	North Carolina
Branson, W. M.,	Durham,	North Carolina
Crawford, P. H., Jr.,	Kinston,	North Carolina
Hollowell, L. B.,	Greenville,	North Carolina
Whisnant, J. C.,	Henrietta,	North Carolina

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Instructors	26
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University Fellows	21
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Graduate Scholars	12
Library Staff	18
Total	291

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Trinity College	1,593
Seniors	247
Juniors	222
Sophomores	514
Freshmen	580
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DUKE UNIVERSITY

SCHOOL OF RELIGION



1928-1929

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For bulletin on The School of Religion, apply to *The School of Religion*, Duke University, Durham, N. C.

For bulletin on The Department of Engineering, apply to *The Secretary*, Duke University, Durham, N. C.

For bulletin on The Summer Schools, apply to *The Director of the Summer Schools*, Duke University, Durham, N. C.

SCHOOL OF RELIGION

DUKE UNIVERSITY

1928-1929

ANNOUNCEMENTS FOR 1929-1930



DURHAM, NORTH CAROLINA

1929

CALENDAR

1929

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| Sept. | 19. | Thursday, 4 P.M.—First regular faculty meeting. |
| Sept. | 20-21. | Friday and Saturday—Matriculation and registration of students. |
| Sept. | 23. | Monday, 8:30 A.M.—Instruction begins. |
| Sept. | 24. | Tuesday, 11 A.M.—Formal opening exercises. |
| Oct. | 3. | Thursday—Benefactor's Day. |
| Oct. | 23. | Wednesday—Fall retreat. |
| Nov. | 1. | Friday—Last day for submitting subject for B.D. thesis. |
| Nov. | 11. | Monday—Armistice Day celebration—part holiday. |
| Nov. | 28. | Thursday—Thanksgiving Day—a holiday. |
| Dec. | 11. | Wednesday—Duke University Day. |
| Dec. | 19. | Thursday, 1 P.M.—Christmas recess begins. |

1930

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| Jan. | 2. | Thursday, 8:30 A.M.—Instruction is resumed. |
| Jan. | 27. | Monday—Mid-year examinations begin. |
| Jan. | 31. | Friday—Matriculation and registration for second semester. |
| Feb. | 1. | Saturday—Second semester begins. |
| Feb. | 22. | Saturday—Washington's Birthday—a holiday. |
| Apr. | 17. | Thursday, 4 P.M.—Easter recess begins. |
| Apr. | 22. | Tuesday, 8:30 A.M.—Instruction is resumed. |
| May | 7. | Wednesday—Spring retreat. |
| May | 15. | Thursday—Last day for submitting B.D. thesis. |
| May | 23. | Friday, 4 P.M.—Dean's reception. |
| May | 27. | Tuesday—Final examinations begin. |
| June | 1. | Sunday—President's address to graduating class. |
| June | 2. | Monday evening—Graduating orations. |
| June | 3. | Tuesday morning—Commencement sermon. |
| June | 3. | Tuesday afternoon—Alumni address—meeting of Alumni Association. |
| June | 3. | Tuesday evening—Alumni exercises. |
| June | 4. | Wednesday morning—Commencement address; graduating exercises. |
| June | 4. | Wednesday afternoon at sunset—Lowering of the Flag by the graduating class. |

OFFICERS OF ADMINISTRATION

WILLIAM PRESTON FEW, A.B., A.M., Ph.D., LL.D.

President of the University

ROBERT LEE FLOWERS, A.M., LL.D.

*Vice-President in the Business Division, Secretary, and
Treasurer of the University*

WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D.

Vice-President in the Educational Division of the University

ELBERT RUSSELL, A.B., A.M., Ph.D.

Dean of the School of Religion

PAUL NEFF GARBER, A.B., A.M., Ph.D.

Registrar of the School of Religion

OFFICERS OF INSTRUCTION

ELBERT RUSSELL,

*Dean of the School of Religion and Professor of
Biblical Interpretation,*

A.B., A.M., Earlham; Ph.D., The University of Chicago.

BENNETT HARVIE BRANSCOMB,

Professor of New Testament,

A.B., Birmingham-Southern; B.A., M.A., Oxford; Union Theological
Seminary and Columbia University, 1922-23.

PAUL NEFF GARBER,

Professor of Church History,

A.B., Bridgewater; A.M., Ph.D., University of Pennsylvania;
Crozer Theological Seminary, 1919-21.

JAMES CANNON, III,

Ivey Professor of History of Religion and Missions,

A.B., Duke; A.M., Princeton; Th.B., Th.M., Princeton Theological
Seminary; Edinburgh, 1919; Garrett, 1924, 1927.

ALLEN HOWARD GODBEY,

Professor of Old Testament,

A.M., Morrisville; Ph.D., The University of Chicago.

HOWARD MARION LESOURD,

Professor of Religious Education,

A.B., Ohio Wesleyan; A.M., Ph.D., Columbia; Diploma, Union Theological
Seminary.

FRANKLIN SIMPSON HICKMAN,

Professor of Psychology of Religion,

A.B., DePauw; S.T.B., Boston University School of Theology;
A.M., Ph.D., Northwestern.

GILBERT THEODORE ROWE,

Professor of Christian Doctrine,

A.B., D.D., Litt.D., Duke.

WALTER ALBERT STANBURY,

Professor of Practical Theology,

A.B., Duke; D.D., University of North Carolina.

SCHOOL OF RELIGION IN DUKE UNIVERSITY

HISTORICAL STATEMENT

The present Duke University has been gradually developed from a simple beginning in a local school established in the northwestern part of Randolph County, North Carolina, in 1838. This school was enlarged in 1840 and named Union Institute. In 1841 it was incorporated as Union Institute Academy by the legislature of North Carolina. Under the leadership of President Braxton Craven, the academy grew into an institution chartered as Normal College in 1851. An amendment to the charter in November, 1852, authorized Normal College to grant degrees, and two students were graduated in 1853 with the degree of bachelor of arts.

In 1859 the charter of Normal College was amended to place the institution under the control of the Methodist Episcopal Church, South, and the name was changed to Trinity College. Dr. John Franklin Crowell became president of Trinity College in 1887. The most important achievement of his administration was the removal of the college to Durham, North Carolina, which was accomplished by September, 1892.

President Crowell resigned in 1894 and was succeeded by the Reverend John Carlisle Kilgo, D.D. During President Kilgo's administration the endowment of Trinity College was greatly increased, the Library and other important buildings were erected, and notable progress was made in increasing the variety and improving the quality of the courses of instruction. A School of Law was established in 1904 by the gift of Messrs. James B. and Benjamin N. Duke. In 1910 President Kilgo was succeeded by Dr. William Preston Few.

Trinity College has experienced a great expansion in faculty, endowment, buildings, and equipment during President Few's administration. In December, 1924, Mr. James B. Duke established a \$40,000,000 trust fund for educational and charitable purposes. Trinity College accepted the terms of the indenture of trust on December 29, 1924, and on the following day

the name of the institution was changed to Duke University. Mr. Duke's death in 1925 was followed by the announcement of munificent provisions in his will for the development of the University which bears his family name.

SCHOOL OF RELIGION

Trinity College was established by Christian men for the purpose of providing education for young men and women under distinctively Christian auspices. There has been no departure from this clearly defined aim. On the contrary there has been ever-increasing emphasis placed upon this feature of the work of the college, especially in the provision in the curriculum for a great variety of courses on the Bible and other religious subjects.

Through the gift of Mr. James B. Duke, the School of Religion and its curriculum have been separated from the work of the Department of Religion in Trinity College. Among those for whom his gift was intended Mr. Duke placed ministers first. He felt sure that his native state of North Carolina stood in need first of a better educated and more efficiently trained ministry. The organization of the School of Religion of Duke University, the first of the professional schools to start its work, is the carrying out of this intention on the part of Mr. Duke. The work of the School began with the academic year 1926-27, though the exercises formally opening the School were not held until November 9, 1926.

Duke University retains the same close relationship which Trinity College always held to the Conferences in North Carolina of the Methodist Episcopal Church, South. This legal relationship has always been broadly interpreted. Members of all other Christian denominations, as well as Methodists, will be made to feel welcome in the School of Religion and may be assured that the basis on which the work is conducted is broadly catholic and not narrowly denominational.

THE PURPOSE OF THE SCHOOL OF RELIGION

Christian work has now expanded to the extent that it covers far more than the work of a preacher or minister. The School of Religion of Duke University purposes to offer training for all types of Christian service. This will include mis-

sionaries, teachers of Bible and other religious subjects in the schools and colleges of the Church, directors of religious education, and social workers. In the future it is planned to fit the courses more completely to the needs of these workers. Still it must be kept clear that the minister in charge of a church, who is placed before the people to preach the Gospel of Christ, is the center and key to the whole problem of Christian work in the church. It is felt with strong conviction that the training of all Christian workers should be maintained on a high level. Consequently this School of Religion is organized on a strictly graduate basis. It is sincerely hoped that the standards thus set may increasingly influence the type of men and women entering Christian work and may lead them to demand the best of themselves in the prosecution of the work of Christ among men.

RELATION OF THE SCHOOL OF RELIGION TO DUKE UNIVERSITY

As one of the coördinate schools of Duke University, the School of Religion is in closest touch with the other schools, particularly with Trinity College and with the Graduate School. Correspondence is invited from those who are interested in the possibility of securing other degrees than the Bachelor of Divinity, which is granted upon recommendation of the faculty of the School of Religion. Seniors in Trinity College are admitted to certain courses in the School of Religion. Various privileges of Duke University are open to students of the School of Religion. Students in the School of Religion are expected to take part in the religious and social life of the University campus and to share in athletic interests and activities.

REQUIREMENTS FOR ADMISSION

Candidates for matriculation must be graduates of colleges of recognized standing. They will be admitted without examination on presentation of an official transcript of all college credits and such other credits as they may have secured. This applies to students coming from foreign countries as well as to students from institutions in the United States. They must satisfy the faculty as to their Christian character and purpose. To this end a letter regarding a student's character and pur-

pose from the pastor of his home church, a church official, or some faculty member in the college where he did his undergraduate work, should be presented at the time of admission. Women will be admitted on the same conditions as men.

ADMISSION TO ADVANCED STANDING

Students coming from colleges where departments of religion are maintained may be admitted to advanced courses in departments of the School of Religion in which they have done previous work as undergraduates. After one semester in residence, completing at least twelve semester-hours of work, students may make application to the faculty of the School of Religion for credit toward the Bachelor of Divinity degree for courses of senior-graduate rank taken as undergraduates.

REQUIREMENTS FOR GRADUATION

The degree of Bachelor of Divinity will be conferred by Duke University on students in the School of Religion who satisfactorily complete the prescribed course of study, which consists of ninety semester-hours of work and a thesis. The course is planned to cover three years, of two semesters each, and students are urged to plan to spend in their theological studies the full time thus designated. In no case will the degree of Bachelor of Divinity be conferred on a student until he has spent at least two full semesters in residence in the School of Religion, and has satisfactorily completed a minimum of twenty-four semester-hours of work.

A thesis is required of all candidates for the degree of Bachelor of Divinity. It shall be written upon some topic in the major field of study. The subject of the thesis must be approved by the professor in charge of the major field, and filed with the Dean of the School of Religion on or before November 1 of the academic year in which it is expected that the degree will be conferred.

The thesis shall be prepared under the supervision and guidance of the professor in charge of the major field. Three type-written copies of the thesis must be submitted to the Dean of the School of Religion on or before May 15 of the year in which the degree is to be conferred.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF DIVINITY

GENERAL REQUIREMENTS

A candidate for the degree of Bachelor of Divinity must complete satisfactorily forty-eight semester-hours of required work. These general requirements are divided among the departments of instruction in the following manner:

Old Testament	9 semester-hours
New Testament	9 semester-hours
Christian Doctrine	6 semester-hours
Church History	6 semester-hours
Homiletics and Practical Theology	6 semester-hours
Religious Education	6 semester-hours
History of Religion and Missions	6 semester-hours
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	48 semester-hours

MAJOR ELECTIVES

Each student must select a major field in which he shall elect twelve semester-hours. This choice must be made by the end of the Middle year. A student may major in any of the departments of the School of Religion. He may also major in English Bible. To do this, he must complete in addition to the required work in the departments of Old Testament and New Testament six semester-hours in the department of Old Testament and six semester-hours in the department of New Testament, exclusive of language.

12 semester-hours

FREE ELECTIVES

Thirty semester-hours are designated as free electives. These are to be elected by the student, subject to the approval of the faculty.

30 semester-hours

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90 semester-hours

REQUIRED COURSES AND ELECTIVES BY DEPARTMENTS

OLD TESTAMENT

General requirement:

SR 3. Introduction to the Old Testament 6 semester-hours

SR 4^a. The Hebrew Prophets 3 semester-hours

Major and free electives:

SR 1. Introductory Hebrew 6 semester-hours

SR 2. Pre-Mosaic Hebrew Religion 6 semester-hours

SR 4^b. The Book of Job 3 semester-hours

SR 5. The Old Testament in Hebrew 6 semester-hours

SR 6. Ancient Oriental History 6 semester-hours

NEW TESTAMENT

General requirement:

SR 2. The Beginnings of Christianity,
and either 6 semester-hours

SR 3^a. The Life of Jesus, or 3 semester-hours

SR 3^b. The Teachings of Jesus 3 semester-hours

Major and free electives:

SR 1^a. The New Testament in Greek 3 semester-hours

SR 1^b. The Exegesis of Selected Books of the
New Testament 3 semester-hours

SR 3^a. The Life of Jesus 3 semester-hours

SR 3^b. The Teachings of Jesus 3 semester-hours

SR 4^a. The Exegesis of Selected Books of the
New Testament 3 semester-hours

SR 4^b. The Exegesis of Selected Books of the
New Testament 3 semester-hours

SR 5. Hellenistic Greek 6 semester-hours

SR 10^a. Judaism at the Beginning of the
Christian Era 3 semester-hours

SR 10^b. Hellenistic Religions at the Beginning
of the Christian Era 3 semester-hours

20^a. Life of Paul 3 semester-hours

CHRISTIAN DOCTRINE

General requirement:

SR 1^a. Introduction to the Science of Theology 3 semester-hours

SR 1^b. The Content of Christian Doctrine 3 semester-hours

Major and free electives:

SR 2^a. Theology in Ancient and Medieval
Christianity 3 semester-hours

SR 2^b. Theology in Modern Christianity 3 semester-hours

SR 3^a. Soteriology 3 semester-hours

SR 3^b. Eschatology 3 semester-hours

10^a. The Philosophy of Conduct 3 semester-hours

10^b. Christian Ethics 3 semester-hours

11. Idealism 6 semester-hours

CHURCH HISTORY*General requirement:*

- SR 2^a. Church History to the Reformation 3 semester-hours
 SR 2^b. The History of the Evangelical Movement 3 semester-hours

Major and free electives:

- SR 3^a. The Denominations in America:
 the Colonial Period 3 semester-hours
 SR 3^b. The Denominations in America:
 the National Period 3 semester-hours
 SR 4^a. Methodism 3 semester-hours
 SR 4^b. Great Men of the Christian Church 3 semester-hours
 SR 5. Protestantism and Catholicism in Europe
 since 1800 3 semester-hours

HOMILETICS AND PRACTICAL THEOLOGY*General requirement:*

- SR 1^a. Homiletics, *and either* 3 semester-hours
 SR 1^b. Sermon Construction, *or* 3 semester-hours
 SR 2^a. Psychology of Preaching, *or* 3 semester-hours
 SR 2^b. History of Preaching, *or* 3 semester-hours
 SR 10^a. Pastoral Management, *or* 3 semester-hours
 SR 10^b. Pastoral Management 3 semester-hours

Major and free electives:

- SR 1^b. Sermon Construction 3 semester-hours
 SR 2^a. Psychology of Preaching 3 semester-hours
 SR 2^b. History of Preaching 3 semester-hours
 SR 10. Pastoral Management 6 semester-hours
 20^a. The Church and Rural Sociology 3 semester-hours
 20^b. Rural Church Administration 3 semester-hours

RELIGIOUS EDUCATION*General requirement:*

- SR 10^a. Introduction to the Psychology of
 Religion 3 semester-hours
 SR 20^a. Administration and Supervision of
 Religious Education 3 semester-hours

Major and free electives:

- 2^a. Curriculum of Religious Education 3 semester-hours
 2^b. Religious Drama 3 semester-hours
 3^a. Curriculum Construction 3 semester-hours
 3^b. Materials of Character Education 3 semester-hours
 SR 10^b. Advanced Psychology of Religion 3 semester-hours
 SR 11^a. The Religious Experience of the Child 3 semester-hours
 SR 11^b. The Religious Experience of Youth 3 semester-hours
 SR 12^b. The Psychology of Mysticism 3 semester-hours

SR 20 ^b . Religious Education in the Community	3 semester-hours
SR 21 ^a . Principles and Program of Character Education	3 semester-hours
SR 21 ^b . Religious Education in the Home	3 semester-hours
SR 23 ^b . Surveys, Tests, and Measurements	3 semester-hours
SR 25 ^a . Research in Religious Education	3 semester-hours
SR 25 ^b . Philosophy of Religious Education	3 semester-hours
SR 26. Seminar in Practical Problems	3 semester-hours

HISTORY OF RELIGION AND MISSIONS

General requirement:

SR 1 ^a . The Nature and Early Development of Religion, <i>or</i>	3 semester-hours
SR 1 ^b . Living Religions of the World	3 semester-hours
SR 10 ^a . Expansion of Christianity, <i>or</i>	3 semester-hours
SR 10 ^b . Principles of Missions	3 semester-hours

Major and free electives:

SR 1 ^a . The Nature and Early Development of Religion	3 semester-hours
SR 1 ^b . Living Religions of the World	3 semester-hours
SR 2 ^a . Leading Ideas of Religion (God, Sin, and Salvation)	3 semester-hours
SR 2 ^b . Leading Ideas of Religion (Future life and Ethics)	3 semester-hours
SR 3 ^a . Buddhism	3 semester-hours
SR 3 ^b . Mohammedanism	3 semester-hours
SR 10 ^a . Expansion of Christianity	3 semester-hours
SR 10 ^b . Principles of Missions	3 semester-hours
SR 11 ^a . Christianity and World Movements	3 semester-hours
SR 11 ^b . Missionary Problems	3 semester-hours

DISTRIBUTION OF COURSES BY YEARS

JUNIOR YEAR

Old Testament	6 semester-hours
New Testament	6 semester-hours
Church History	6 semester-hours

The remaining twelve semester-hours shall be chosen from courses in Greek, Hebrew, Homiletics and Practical Theology, Religious Education, History of Religion and Missions, but not more than six semester-hours shall be taken in one department.

12 semester-hours

30 semester-hours

MIDDLE YEAR

Old Testament	3 semester-hours
New Testament	3 semester-hours
Christian Doctrine	6 semester-hours

The remaining eighteen semester-hours shall be chosen from courses in Greek, Hebrew, Homiletics, and Practical Theology, Religious Education, History of Religion and Missions, major electives, free electives; but not more than twelve semester-hours shall be taken in one department.

18 semester-hours

30 semester-hours

SENIOR YEAR

In the Senior year the student must fulfill all general requirements not completed in the Junior and Middle years. The remainder of the work is elective.

30 semester-hours

COURSES OF INSTRUCTION*

OLD TESTAMENT

SR 1. Introductory Hebrew.—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. *M.W.F. at 8:30. 6 s.h.* PROFESSOR GODBEY

SR 2. Pre-Mosaic Hebrew Religion.—Its historical portrayal in the Old Testament. Prolegomena to the study of Old Testament history and literature. No knowledge of Hebrew required. *M.W.F. at 12. 6 s.h.* PROFESSOR GODBEY

SR 3. Introduction to the Old Testament.—The course will include, first, the sources of Hebrew history and the chief stages in the political, social, and religious development of the Hebrew and Jewish nations, and second, the origin, literary form, and contents of the books of the Old Testament. *M.W.F. at 8:30. 6 s.h.* PROFESSOR RUSSELL

SR 4^a. The Hebrew Prophets.—The nature and methods of Semitic and early Hebrew prophecy, the prophetic inspiration, the historical background and personal history of the prophets, their books and teaching. Prerequisite, Old Testament SR 3. *M.T.W. at 11. 3 s.h.* PROFESSOR RUSSELL

SR 4^b. The Book of Job.—The course will include first an introductory study of the wisdom literature of the Old Testament and the Apocrypha, and second, the history, literary form, and teaching of the book of Job. *Th.F.S. at 11. 3 s.h.* PROFESSOR RUSSELL

SR 5. The Old Testament in Hebrew.—Parts of the pentateuch are read during the first semester. Selections from the Prophets are the basis for the study in the second semester. *T.Th.S. at 12. 6 s.h.* PROFESSOR GODBEY

SR 6. Ancient Oriental History.—The aim of this course is to show the relations of Minoan, Philistine, Ancient Egyptian, and Assyro-Babylonian history and literature to the Old Testament and to the early history of the Hebrews. *M.T.W. at 8:30. 6 s.h.* PROFESSOR GODBEY

* Courses designated SR are offered by members of the faculty of the School of Religion. Courses not thus designated are offered by members of the other faculties of Duke University and may be taken for credit in the School of Religion.

Unless otherwise specified, courses here listed are given in both semesters and courses having numbers with exponents *a* or *b* are first and second semester courses respectively.

The amount of credit for each course is given in semester-hours following the statement of hours of meeting.

NEW TESTAMENT

SR 1^a. The New Testament in Greek.—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. *T.Th.S. at 9:30. 3 s.h.* PROFESSOR BRANSCOMB

SR 1^b. The Exegesis of Selected Books of the New Testament.—The books studied will be Galatians, Colossians, and Hebrews. The course will be based on the Greek text. *T.Th.S. at 9:30. 3 s.h.* PROFESSOR RUSSELL

SR 2. The Beginnings of Christianity.—A survey course dealing with the background, the beginnings, and the early history of Christianity. Special attention is given to the creation of the literature of the New Testament. *M.W.F. at 9:30. 6 s.h.* PROFESSOR BRANSCOMB

SR 3^a. The Life of Jesus.—As a preliminary to this course a careful study of the sources of our knowledge of the life of Jesus will be made. Prerequisite, New Testament SR 2. *Th.F.S. at 11. 3 s.h.* PROFESSOR RUSSELL

SR 3^b. The Teachings of Jesus.—Prerequisite, New Testament SR 2. *M.T.W. at 11. 3 s.h.* PROFESSOR BRANSCOMB

SR 4^a. The Exegesis of Selected Books of the New Testament.—The books studied will be I Corinthians, II Timothy, I Peter, and selections from the Apocalypse of John. The study will be based on the Greek text. Prerequisite, New Testament SR 1^a, or its equivalent. *Th.F.S. at 11. 3 s.h.* PROFESSOR BRANSCOMB

SR 4^b. The Exegesis of Selected Books of the New Testament.—The books studied will be Romans, James, and the First Epistle of John. The study will be based on the English text. Prerequisite, New Testament SR 2, or its equivalent. *Th.F.S. at 11. 3 s.h.* PROFESSOR BRANSCOMB

SR 5. Hellenistic Greek.—A course for students who wish to begin the study of the language of the New Testament. Selections from the New Testament will be read in the second semester. *M.W.F. at 12.* Provided the student takes New Testament SR 1 the following year, **6 s.h.** PROFESSOR BRANSCOMB

SR 10^a. Judaism at the Beginning of the Christian Era.—A study of Judaism from the time of Ben Sirach to the writing of the Mishna. Prerequisite, New Testament SR 2, or its equivalent. *Th.F.S. at 11. 3 s.h.* PROFESSOR BRANSCOMB

[Not offered in 1929-30.]

SR 10^b. Hellenistic Religions at the Beginning of the Christian Era.—Prerequisite, New Testament SR 2. *Th.F.S. at 11. 3 s.h.* PROFESSOR RUSSELL

[Not offered in 1929-30.]

20^a. Life of Paul.—A study of Paul's life on the basis of the Acts and the epistles. Consideration is given to Paul as a man, the factors entering into his character, and his permanent contribution to the world. **3 s.h.**

PROFESSOR MYERS

[Not offered in 1929-30.]

CHRISTIAN DOCTRINE

SR 1^a. Introduction to the Science of Theology.—A consideration of theology as a branch of science and an indication of some of the results obtained through the use of the scientific method in theological investigation. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR ROWE

SR 1^b. The Content of Christian Doctrine.—A comprehensive survey of the leading doctrines of Christianity in the light of the religious thought and experience of the present age. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR ROWE

SR 2^a. Theology in Ancient and Medieval Christianity.—The history of Christian thought from the Greek Fathers to the Scholastics with special attention to the ecumenical creeds. *M.T.W. at 9:30. 3 s.h.*

PROFESSOR ROWE

[Not offered in 1929-30.]

SR 2^b. Theology in Modern Christianity.—The history of Christian thought from the beginning of the Reformation to the present time. *M.T.W. at 9:30. 3 s.h.*

PROFESSOR ROWE

[Not offered in 1929-30.]

SR 3^a. Soteriology.—A study of the Christian doctrine of salvation and a comparison of the various ways by which the saving power of God is thought to take effect in personal and social life. *M.T.W. at 9:30. 3 s.h.*

PROFESSOR ROWE

SR 3^b. Eschatology.—A study of "the last things" in the light of the Christian hope for the individual and for society with special emphasis upon personal immortality. *M.T.W. at 9:30. 3 s.h.*

PROFESSOR ROWE

10^a. The Philosophy of Conduct.—See Philosophy 3, p. 53 of the catalogue of the Graduate School of Arts and Sciences. *T.Th.S. at 12. 3 s.h.*

PROFESSOR CRANFORD

10^b. Christian Ethics.—See Philosophy 4, p. 53 of the catalogue of the Graduate School of Arts and Sciences. *T.Th.S. at 12. 3 s.h.*

PROFESSOR CRANFORD

11. Idealism.—See Philosophy 5, p. 53 of the catalogue of the Graduate School of Arts and Sciences. *M.W.F. at 11. 6 s.h.*

PROFESSOR CRANFORD

CHURCH HISTORY

SR 2^a. Church History to the Reformation.—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. *M.W.F. at 11. 3 s.h.* PROFESSOR GARBER

SR 2^b. History of the Evangelical Movement.—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. *M.W.F. at 11. 3 s.h.* PROFESSOR GARBER

SR 3^a. The Denominations in America: the Colonial Period.—A study of the transfer of the various denominations to the English colonies, and their problems to the Revolutionary War. Prerequisite, Church History SR 2. *M.W.F. at 9:30. 3 s.h.* PROFESSOR GARBER

SR 3^b. The Denominations in America: the National Period.—Major emphasis is placed upon relations of church and state, steps toward Christian unity, the small sects, the Young People's Movement, Christian education, and modern theological issues. Prerequisite, Church History SR 2. *M.W.F. at 9:30. 3 s.h.* PROFESSOR GARBER

SR 4^a. Methodism.—A study of the beginnings and growth of the Methodist societies in England, of early Methodism in America, and of the development of the several branches of the Methodist Church in America. Prerequisite, Church History SR 2. *M.T.W. at 12. 3 s.h.* PROFESSOR GARBER

SR 4^b. Great Men of the Christian Church.—A study of outstanding individuals who have in different ways influenced the thought and program of the Christian Church. The life, work, and contributions of about twenty representative Christian leaders. Prerequisite, Church History SR 2. *M.T.W. at 12. 3 s.h.* PROFESSOR GARBER

SR 5. Protestantism and Catholicism in Europe since 1800.—A comprehensive study of the religious situation in Europe in modern times, emphasizing the papacy in the age of nationalism, relations of church and state, German theology of the nineteenth century, and the Oxford movement. Prerequisite, Church History SR 2. *First semester, M.T.W. at 12. 3 s.h.* PROFESSOR GARBER

[Not offered in 1929-30.]

HOMILETICS AND PRACTICAL THEOLOGY

SR 1^a. Homiletics.—An introduction to the theory and practice of preaching. Practical problems in preaching are investigated, to determine the causes of success and failure. Opportunity for practice preaching will be afforded. *T.Th.S. at 9:30. 3 s.h.* PROFESSOR HICKMAN

SR 1^b. Sermon Construction.—A study of problems in sermon construction and points of psychological contact between the preacher and his congregation. The class work will involve a critical analysis of selected sermons, with written reports. *T.Th.S. at 9:30. 3 s.h.*

PROFESSOR HICKMAN

SR 2^a. Psychology of Preaching.—A psychological study of the preaching motive, the relation of the preacher to his congregation, and the relation of the preacher to society in general. *T.Th.S. at 9:30. 3 s.h.*

PROFESSOR HICKMAN

[Not offered in 1929-30.]

SR 2^b. History of Preaching.—An historical study of the development of Christian preaching from the apostolic period to the present time. Emphasis is laid upon the personality and the homiletical methods of great preachers, studied in their true historical perspective. *T.Th.S. at 9:30. 3 s.h.*

PROFESSOR HICKMAN

[Not offered in 1929-30.]

SR 10. Pastoral Administration.—A survey of the duties, relationships, and opportunities of the pastorate, and of the organization and management of a parish; the conduct of public worship; methods of dealing with problems; projects in local churches. *M.W.F. at 12. 6 s.h.*

PROFESSOR STANBURY

20^a. The Church and Rural Sociology.—A study of the religious, social, educational, and economic conditions of the country; the historical development of the church in the midst of rural social relations; an attempt to discover the present obligation of the church. *T.Th.S. at 8:30. 3 s.h.*

PROFESSOR ORMOND

20^b. Rural Church Administration.—This course will deal with the functions of the rural church; the minister's attitude toward rural life, his mission to the rural people, as well as his service in managing the organization of and supervising the church program. *T.Th.S. at 8:30. 3 s.h.*

PROFESSOR ORMOND

RELIGIOUS EDUCATION

2^a. Curriculum of Religious Education.—Study of various theories of the curriculum of religious education; conception of the curriculum as enriched and controlled experience. Analysis of existing curricula and critical evaluation of same. *M.W.F. at 8:30. 3 s.h.* PROFESSOR SPENCE

2^b. Religious Drama.—Study and analysis of the best religious drama available. Project work in the writing and production of religious drama and pageants. *M.W.F. at 8:30. 3 s.h.* PROFESSOR SPENCE

3^a. Curriculum Construction.—This course deals with the processes of research, construction, and experimentation used in curriculum making. Actual curriculum construction will be undertaken. *M.W.F. at 8:30. 3 s.h.* PROFESSOR SPENCE

[Not offered in 1929-30.]

3^b. Materials of Character Education.—A study of the Bible and other great religious literature for their contributions to character formation at each given stage of character development. Special emphasis on story material and modern religious poetry. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR SPENCE

[Not offered in 1929-30.]

SR 10^a. Introduction to the Psychology of Religion.—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. *T.Th.S. at 8:30. 3 s.h.*

PROFESSOR HICKMAN

SR 10^b. Advanced Psychology of Religion.—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, Religious Education SR 10^a or its equivalent. *T.Th.S. at 8:30. 3 s.h.*

PROFESSOR HICKMAN

SR 11^a. The Religious Experience of the Child.—A psychological study of the developing religious experience of childhood, involving a consideration of the principles of genetic psychology. Prerequisite, one course in general psychology. *M.T.W. at 11. 3 s.h.*

PROFESSOR HICKMAN

SR 11^b. The Religious Experience of Youth.—(Continues the study begun in Religious Education SR 11^a and is along the same lines). Prerequisite, one course in general psychology. *M.T.W. at 11. 3 s.h.*

PROFESSOR HICKMAN

SR 12^b. The Psychology of Mysticism.—A brief historical review of the principal phases of mysticism in religion, followed by a psychological analysis to estimate the abiding worth of mysticism in religious experience. Prerequisite, Religious Education SR 10^a or equivalent. *M.W.F. at 11. 3 s.h.*

PROFESSOR HICKMAN

[Not offered in 1929-30.]

SR 20^a. Administration and Supervision of Religious Education.—Deals with problems of administering and supervising the religious education program of the local church. Designed especially to train ministers and other administrative leaders in religious education. Methods of correlation and integration are considered. *T.Th.S. at 12. 3 s.h.*

PROFESSOR LESOURD

SR 20^b. Religious Education in the Community.—This course considers the larger relations of religious education to public education and other community agencies, and also the need, organization, program, and types of week-day religious education and the vacation church school. *T.Th.S. at 12. 3 s.h.*

PROFESSOR LESOURD

SR 21^a. Principles and Program of Character Education.—Theory and methods of character education. Study of experiments made in this field. While primary consideration is given character building in religious education, the development of character education in the public schools will also be carefully surveyed. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR LESOURD

SR 21^b. Religious Education in the Home.—Deals with special problems in connection with making the home an effective religious educational agency. Study of family relationships, worship habits, attitudes, and ideals. Coöperation of the home with other agencies in the moral and religious development of the child. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR LESOURD

SR 23^b. Surveys, Tests, and Measurements.—Study of the methods of getting the facts in religious education. Consideration of underlying principles, techniques, and available materials. Special attention to procedure in a local church. *M.W.F. at 8:30. 3 s.h.* PROFESSOR LESOURD
[Not offered in 1929-30.]

SR 25^a. Research in Religious Education.—For advanced students and especially those majoring in religious education. Offers direction in the use of various techniques and methods for both field and library investigations. (All professors in the department are available for special counsel.) *T.Th.S. at 12. 3 s.h.* PROFESSOR LESOURD
[Not offered in 1929-30.]

SR 25^b. Philosophy of Religious Education.—For advanced students interested in problems growing out of the philosophical implications of religious education. Critical examination of various theories and principles underlying modern procedure in religious education. Prerequisite, Religious Education 20^a. *T.Th.S. at 12. 3 s.h.* PROFESSOR LESOURD
[Not offered in 1929-30.]

SR 26. Seminar in Practical Problems.—A course of guidance in meeting actual problems in the field of religious education. Open only to advanced students with the consent of the professor. (All members of the department will be available for special counsel.) *T. at 2. 2 s.h. the first semester, 1 s.h. the second semester.* PROFESSOR LESOURD

HISTORY OF RELIGION AND MISSIONS

SR 1^a. The Nature and Early Development of Religion.—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. *T.Th.S. at 9:30. 3 s.h.* PROFESSOR CANNON

SR 1^b. Living Religions of the World.—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. *T.Th.S. at 9:30. 3 s.h.*

PROFESSOR CANNON

SR 2^a. Leading Ideas of Religion.—The idea of God and the doctrine of sin and salvation in the religions of the world. Prerequisite, History of Religion SR 1. *M.W.F. at 9:30. 3 s.h.* PROFESSOR CANNON
[Not offered in 1929-30.]

SR 2^b. Leading Ideas of Religion.—The conception of the future life and ethical ideals and practice in the religions of the world. Prerequisite, History of Religion SR 1. *M.W.F. at 9:30.* **3 s.h.** PROFESSOR CANNON

SR 3^a. Buddhism.—India at the rise of Buddhism. Life of the Buddha and the teachings of early Buddhism. Development into the Hinayana and Mahayana schools, its spread and present condition in southern and eastern Asia. Prerequisite, History of Religion SR 1. *M.W.F. at 9:30.* **3 s.h.** PROFESSOR CANNON

SR 3^b. Mohammedanism.—The life of Mohammed and the religion of Islam, special attention being given to the Koran and its teaching. The aim is to interpret Mohammedanism as a force today. Prerequisite, History of Religion SR 1. *M.W.F. at 9:30.* **3 s.h.** PROFESSOR CANNON
[Not offered in 1929-30.]

SR 10^a. Expansion of Christianity.—Apostolic missions, conquest of the Roman Empire, winning of northern Europe, the modern missionary era, status of missionary work in important areas, social aspects of missions, missionary biography. *T.Th.S. at 11.* **3 s.h.** PROFESSOR CANNON

SR 10^b. Principles of Missions.—The great missionary agencies, their foundation and growth; creation and cultivation of the missionary spirit at the home base; training and work of the pastor; principles and practice of missionary education; organization of the local congregation for its missionary tasks. *T.Th.S. at 11.* **3 s.h.** PROFESSOR CANNON

SR 11^a. Christianity and World Movements.—Relation of Christianity to significant world movements,—race, war, industry, world peace. *T.Th.S. at 11.* **3 s.h.** PROFESSOR CANNON
[Not offered in 1929-30.]

SR 11^b. Missionary Problems.—Needs of particular fields, types of work, relations of older and younger churches, nationalist movements, qualification and training of candidates, education and other selected problems. Prerequisite, SR 10^a or SR 10^b. *T.Th.S. at 11.* **3 s.h.** PROFESSOR CANNON
[Not offered in 1929-30.]

GENERAL INFORMATION

REGULATIONS FOR THE DEGREE OF MASTER OF ARTS IN RELIGION

By joint action of the Graduate Council and of the faculty of the School of Religion, the following regulations have been established for the granting of the degree of Master of Arts in the field of Religion :

A student desiring to obtain an A.M. degree with Religion as the principal field of work must first complete a period of one academic year in residence in the School of Religion, or in an approved school of similar standing, and must secure thirty semester-hours of credit in studies approved by the faculty of the School of Religion. He may then be recommended to the Graduate Council by the faculty of the School of Religion as a suitable candidate for the A.M. degree. Only those students who have maintained a creditable standing in the first year's work of the School of Religion will be recommended for admission to candidacy for the A.M. degree.

The student, in the next year following the completion of the preliminary requirement in the School of Religion, shall take twelve semester-hours of work and write a thesis for the A.M. degree in some department of the School of Religion in which he has previously received six semester-hours credit for resident work.* In addition, the student shall take twelve semester-hours of work in related departments of the School of Religion, or in related departments offering graduate courses in the other schools of the University. The student's selection of courses shall be approved by the Faculty of the School of Religion and by the Graduate Council.

In all other respects the candidate for the A.M. degree in the field of Religion shall conform to the usual regulations of the Graduate Council, such as the approval by the Graduate Council of all courses in the School of Religion for which graduate credit is asked, the prerequisites in foreign language, the examination of the thesis, etc.

Students who are recommended to the Graduate Council by the Faculty of the School of Religion as candidates for the A.M. degree under the above plan shall be registered for the following year in the Graduate School of the University. They may also be registered in duplicate in the School of Religion for such part of the year's work as will be accepted by the Faculty of the School of Religion toward the degree of Bachelor of Divinity.

* Six semester-hours in an approved school of similar standing will be accepted as resident work.

FEES

Room-rent and tuition are remitted to students matriculated in the School of Religion, for which they are expected to render service from time to time which shall not interfere with their work in the School of Religion.

Each student is assessed per semester as follows:

Matriculation fee	\$25.00
Athletic fee (optional)	5.00
Publication fee (optional)	2.50
Damage fee (if in dormitory)	1.00

ROOMS

Men students in the School of Religion are housed in the new dormitories of Duke University. The crowded condition of the dormitories for women at the present time makes it impracticable to offer the same rooming facilities for women. All rooms are provided with heat, water, and electric light. Each student furnishes his own blankets, sheets, pillow-slips, towels, and pillows. Students must furnish their own electric lamps, which can be purchased from the University store.

Rooms for a given year may be engaged at the treasurer's office at any time before May 15 of the preceding year. Every student who wishes to retain his room for the succeeding year must notify the treasurer's office on or before May 15. All rooms which have not been signed for on or before May 15 will be considered vacant for the succeeding year. A reservation is canceled, and the University is free to rent the room to other students, unless a deposit of \$5.00 for each proposed occupant, in part payment of the rent, is made by August 1. When a room is once engaged by a student, no change will be permitted except with the consent of the treasurer.

BOARDING HALLS

The University dining hall in the College Union has accommodations for all the resident men students. It is the policy of the University to furnish board to the students at actual cost. Board may be secured at the Union for \$23.80 per month of twenty-eight days. The College Union is the logical center of

student activities and all male students are advised to board in its supervised halls.

STUDENT AID

Scholarships are available for ministerial students, the terms of which may be ascertained by correspondence with the Registrar of the School of Religion. Aid is also given in securing positions in churches. Students who need financial help may be assured that the administration will do all in its power to give the necessary assistance.

LIBRARY

The library of Duke University is at the disposal of students of the School of Religion. This library contains many volumes of great value for the work of the School of Religion. Additions are being made constantly. For the time being it is necessary to share quarters with the other schools and departments of the University. When the transfer has been made to the new campus, the School of Religion will be housed in its new building which will contain a special library and reading room. This building will be located next to the University library, thus offering quick access to what will become in time one of the great university libraries in America.

Recently two private libraries of note have been secured. One is the library of the late Dr. Graf von Baudissin, Professor of the Old Testament in Berlin University. The other is that of the late Dr. Karl Holl, Professor of Church History in the same university. These libraries, consisting of over five thousand volumes, are the fruit of long years of literary interest and activity on the part of these learned men.

RELIGIOUS LIFE

The students of the School of Religion are expected to attend the regular Trinity College chapel services the first five days of the week. A special chapel service for the School of Religion is held each Saturday morning.

In this, as in other features of the University life, the students of the School of Religion are urged to identify themselves with the life of the whole student group.

DATE OF REGISTRATION

Class work in the School of Religion for the academic session of 1929-1930 will begin Monday, September 23, 1929. The registration of students in the School of Religion will begin on Friday, September 20, 1929. Registration should be completed by Saturday, September 21, 1929.

ADDITIONAL INFORMATION

Requests for information not contained in this catalogue should be addressed to the Registrar of the School of Religion, Duke University, Durham, North Carolina.

JUNALUSKA SCHOOL OF RELIGION

The second session of the Junaluska School of Religion will be held at Lake Junaluska, North Carolina, from July 22 to September 2, 1929. It will be conducted under the joint management of Duke University, the General Sunday School Board, and the Board of Missions, with the coöperation of other boards of the Church.

The purpose is to conduct a Summer School of Religion to meet the growing demand for advanced study in the Bible, Theology, Religious Education, Missions, and allied subjects.

There will be two classes of students, those who are graduates of high schools and who may have had one or more years in college, and those who are graduates of colleges. The school is open to men and women. The credits secured for work done will be Duke University credits, and will count toward the A.B. and B.D. degrees.

The School is designed for pastors, church workers, missionaries, and students who desire to fit themselves the better for their work or to add credits looking toward the securing of university degrees.

ADDITIONAL INFORMATION

A matriculation fee of \$15.00 is due at the time of registration.

Students desiring room and board in the Sunday School Dormitory will write A. S. Dietrich, 810 Broadway, Nashville, Tennessee. Those desiring to room elsewhere will write to Ralph E. Nollner, Lake Junaluska, North Carolina.

All the sessions of the school will be held in the Sunday School Building at the west end of Lake Junaluska.

Academic matters will be in charge of the faculty of the School of Religion, Elbert Russell, Dean.

Those desiring further information concerning courses and conditions of work should address John Q. Schisler, General Sunday School Board, 810 Broadway, Nashville, Tennessee, or Paul N. Garber, Registrar of the School of Religion, Duke University, Durham, North Carolina.

INSTRUCTORS

ELBERT RUSSELL, A.B., A.M., Ph.D.

*Dean of the School of Religion and Professor of
Biblical Interpretation*

Duke University

WILLIAM CLAYTON BOWER, A.M.

Professor of Religious Education

The University of Chicago

FRANKLIN SIMPSON HICKMAN, A.B., A.M., S.T.B., Ph.D.

Professor of the Psychology of Religion and Homiletics

Duke University

GILBERT THEODORE ROWE, A.B., D.D., Litt.D.

Professor of Christian Doctrine

Duke University

WYATT AIKEN SMART, A.B., B.D., D.D.

Professor of Biblical Theology

Emory University

JAMES VOORHEES THOMPSON, A.B., B.D., Ph.D.

Professor of Administration of Religious Education

Northwestern University

*Professor of Christian Missions and the
History of Religion*

COURSES

Courses will be offered meeting five times a week with fifty-minute periods. Each course, satisfactorily completed, will receive a credit of two semester-hours in Duke University. Three such courses may be taken by each student, but it is recommended that students enroll for two courses only.

The courses offered are divided into two groups. The first group consists of courses for college undergraduates who are graduates of high schools and who desire credits looking toward the A.B. degree. The second group consists of courses for college graduates who desire credits looking toward the B.D. degree. These courses may also be taken by college undergraduates who have completed the junior year and who are ranked as incoming seniors in college.

GROUP I

FOR COLLEGE UNDERGRADUATES

1. New Testament History.—A survey course in the beginnings of Christianity, from the birth of Jesus to the making of the New Testament canon. PROFESSOR SMART

3. The Earlier Prophets.—The beginnings of prophecy in Israel, the historical background and personal experience of the prophets of the Eighth Century, their books and teaching. PROFESSOR RUSSELL

5. Psychology of Preaching.—A psychological study of the preaching motive, the relation of the preacher to his congregation, and the relation of the preacher to society in general. PROFESSOR HICKMAN

7. Missions in the Modern World.—A survey of present religious conditions and the status of missionary work in the important mission fields; the great missionary agencies, their foundation and growth; social progress in home and foreign fields. PROFESSOR —————

GROUP II

FOR COLLEGE GRADUATES
(AND FOR COLLEGE SENIORS)

2. The Teachings of Jesus.—Using the Synoptic Gospels as a basis, the teachings of Jesus on religious, ethical, and social subjects will be studied in an effort to understand his thought and his message to our day.

PROFESSOR SMART

4. Hebrew History.—A survey of the history of the Hebrews in its relation to contemporary oriental history, with special emphasis on the literature and religious institutions. PROFESSOR RUSSELL

6. The Theory of Religious Education.—A course in the principles which underlie the program of religious education; its aims and the social factors involved.
PROFESSOR HICKMAN

8. The Curriculum of Religious Education.—Historical theories of the curriculum; current theories in curriculum theory; the conception of the curriculum as enriched and controlled experience; the basic principles involved in this conception of the curriculum; the effect of this conception upon subject matter, organization and method of the curriculum; a critical, comparative view of current trends of curriculum theory in the light of this conception.
PROFESSOR BOWER

10. The Technique of Teaching Religion.—A study of the nature of method as related to the development of Christian personality; the unit of learning from the standpoint of enrichment and control of learner experience; the steps by which persons learn to reconstruct their own experience; the generalization and integration of responses; learner participation in determination of the content and procedure of learning; the technique of guidance; the utilization of the learner's past experience and racial experience; the motivation of the learning process; the development of appreciation, especially in the form of worship, as a part of the learning process; the measurements of the results of learning.
PROFESSOR BOWER

12. The Organization and Administration of Religious Education.—The educational function of the church; organization of the church school; making and administering a program; functions of the church-school board; functions of the church-school director, including analysis of his task in selected schools; management of pupils; securing and administering the church-school budget; housing and equipment; selection and supervision of teachers; securing coöperation of the home.
PROFESSOR THOMPSON

14. Christian Doctrine.—A comprehensive survey of the cardinal truths of Christianity, as they are expressed and interpreted in the religious thought of the present age.
PROFESSOR ROWE

16. Christianity and World-Movements.—A survey and discussion of the historic background and modern development of significant world movements and of the relation of Christianity to those movements.
PROFESSOR —————

ROLL OF STUDENTS, SCHOOL OF RELIGION

SENIOR CLASS

Fouts, Dwight Lang	Durham,	North Carolina
A.B., Duke University, 1912.		
Herbert, Chesley Carlisle, Jr.	Spartanburg,	South Carolina
A.B., Wofford College, 1925.		
A.M., Duke University, 1926.		
Huggin, James George	Aiken,	South Carolina
A.B., Wofford College, 1925.		
Jerome, Robert Leroy	Goldsboro,	North Carolina
A.B., Duke University, 1926.		
Kolb, Ernest Connors	Sumter,	South Carolina
A.B., Furman University, 1919.		
Kyles, Alpheus Alexander	Mooreville,	North Carolina
A.B., Duke University, 1926.		
Moffitt, James William	Dayton,	Tennessee
B.S., East Tennessee State Teachers College, 1927.		
Nease, Edgar Harrison	Gibsonville,	North Carolina
A.B., Duke University, 1925.		
Phillips, James Godfrey	Chapel Hill,	North Carolina
A.B., Central College, 1921.		
Roberts, Ivan Leard	Ruffin,	North Carolina
A.B., Duke University, 1926.		
Southard, Paul Cornelius	Stokesdale,	North Carolina
A.B., Atlantic Christian College, 1926.		
Spence, Bessie Whitted	Durham,	North Carolina
A.B., Duke University, 1906.		
A.M., Duke University, 1909.		
Stott, Janadus Doane	Wendell,	North Carolina
A.B., Duke University, 1924.		

MIDDLE CLASS

Acey, Archie Everette	Chatham,	Virginia
A.B., Randolph-Macon College, 1927.		
Barclift, Chancie DeShield	Durant's Neck,	North Carolina
A.B., Duke University, 1927.		
Branton, Razzie Ray	Hathorn,	Mississippi
A.B., Millsaps College, 1927.		
Brown, Adrian Ernul	Bynum,	North Carolina
A.B., Duke University, 1916.		
Caudill, Russell Horton	Durham,	North Carolina
A.B., Duke University, 1927.		
Clegg, William Lemuel	Garner,	North Carolina
A.B., Duke University, 1924.		
Croy, Oakley E.	Swannanoa,	North Carolina
A.B., Pasadena College, 1925.		
B.D., Pasadena College, 1926.		
Crutchfield, Henry Ervin	Henderson,	North Carolina
A.B., Elon College, 1926.		
Cunningham, Marcus Earl	Fayetteville,	Arkansas
A.B., University of Arkansas, 1927.		

Davis, Harvey Landis	Durham,	North Carolina
A.B., Duke University, 1921.		
Dawson, Robert Grady	Greensboro,	North Carolina
A.B., Duke University, 1927.		
Funk, Sherwood William	Charleston,	West Virginia
A.B., Morris Harvey College, 1925.		
Gibbs, Ferry Lee	Burlington,	North Carolina
A.B., Elon College, 1925.		
S.T.B., Westminster Theological Seminary, 1928.		
Gist, Joseph Andrew	Winnsboro,	Texas
A.B., East Central State Teachers College, 1927.		
Green, Charles Sylvester	Durham,	North Carolina
A.B., Wake Forest College, 1922.		
Guice, John Asa	Conway,	Arkansas
A.B., Hendrix College, 1927.		
Harrell, Stanley Claudius	Durham,	North Carolina
A.B., Elon College, 1909.		
Holler, Adlai Cornwell	Graham,	North Carolina
A.B., Wofford College, 1921.		
House, Robert Lee	Franklinton,	North Carolina
A.B., Duke University, 1928.		
Johnson, Hugh Hanna	Zuni,	Virginia
A.B., The College of William and Mary, 1924.		
Jones, Alvin Adelbert	Bemus Point,	New York
A.B., Allegheny College, 1927.		
Keever, Homer Maxwell	Lewisville,	North Carolina
A.B., Duke University, 1923.		
Knight, John Vincent	Durham,	North Carolina
A.B., Elon College, 1915.		
Lawrence, Marquis Wood	New Bern,	North Carolina
A.B., Duke University, 1925.		
McCastlain, Morris Sheppard	Holly Grove,	Arkansas
Ph.B., Emory University, 1927.		
McLarty, James Brown	Charlotte,	North Carolina
A.B., Duke University, 1927.		
Miller, Mary Scales	Washington,	D. C.
A.B., University of North Carolina, 1917.		
Nelson, Fletcher	Helena,	Arkansas
A.B., Hendrix College, 1927.		
Rainey, Lawyer James	Durham,	North Carolina
A.B., Duke University, 1927.		
Rowe, Doyle Thomas	Liberty,	North Carolina
A.B., University of Arkansas, 1927.		
Russell, Leon	West Helena,	Arkansas
A.B., Hendrix College, 1927.		
Sessoms, Louise Elizabeth	Fuquay Springs,	North Carolina
A.B., Duke University, 1926.		
Shell, William Frank	Rosston,	Arkansas
A.B., Hendrix College, 1926.		
Shuller, Edgar Ralph	Ozark,	Arkansas
A.B., Hendrix College, 1925.		
Spivey, Lucy M.	Conway,	South Carolina
A.B., Coker College, 1919.		
Stem, Margaret M.	Durham,	North Carolina
A.B., Winthrop College, 1917.		
Thompson, Lacy Hunter	Haw River,	North Carolina
A.B., Asbury College, 1927.		
Waggoner, Albert Crews	Walkertown,	North Carolina
A.B., Duke University, 1927.		

Whitford, William Edward	Vanceboro,	North Carolina
A.B., Duke University, 1927.		
Womack, Carlos P.	Rogers,	Arkansas
A.B., University of Arkansas, 1927.		

JUNIOR CLASS

Ashley, George Norman	Edenton,	North Carolina
A.B., Wake Forest College, 1928.		
*Averitt, Vernon Geddie	Groveland,	Florida
A.B., Southern College, 1929.		
Baker, Cecil Alexander	Jackson,	Tennessee
A.B., Lambuth College, 1928.		
Bowles, Charles Phillips	Guilford College,	North Carolina
A.B., Duke University, 1928.		
*Bruton, Robert Bradley	Candor,	North Carolina
A.B., Duke University, 1929.		
Carroll, James Elwood	Reidsville,	North Carolina
A.B., High Point College, 1928.		
Chalfant, Vernon Elmer	Augusta,	Arkansas
A.B., Millsaps College, 1926.		
Clark, Helen D.	High Point,	North Carolina
A.B., Randolph-Macon Woman's College, 1928.		
Coleman, Thomas Rupert	Durham,	North Carolina
A.B., Duke University, 1928.		
*Cox, Theophilus Lee	Belton,	Texas
A.B., Southwestern University, 1929.		
Cutter, Walter Airey	Baltimore,	Maryland
A.B., Central College, 1928.		
Darden, Robert Bright	Lawrenceville,	Virginia
A.B., Randolph-Macon College, 1926.		
Dimmette, Joel Walter	Leasburg,	North Carolina
A.B., Duke University, 1928.		
Edwards, Earl Browning	Durham,	North Carolina
A.B., Duke University, 1928.		
Farriss, Charles Franklin	High Point,	North Carolina
A.B., Duke University, 1927.		
Grigg, Womble Quoy	Lawndale,	North Carolina
A.B., Duke University, 1923.		
Highfill, Thomas Guthrie	Donnoha,	North Carolina
A.B., Moravian College, 1928.		
Hunt, Dwight R.	Vinita,	Oklahoma
A.B., Southeastern State Teachers College, 1928.		
Jordan, Frank Booe	Salisbury,	North Carolina
A.B., Duke University, 1927.		
Kincheloe, Marvin Smith	Damascus,	Virginia
A.B., Emory and Henry, 1925.		
Kincheloe, Mattie Graybeal	Damascus,	Virginia
A.B., Martha Washington College, 1917.		
Lane, Daniel	Louisburg,	North Carolina
A.B., Duke University, 1913.		
Minga, Taylor Herbert	Nettleton,	Mississippi
A.B., Birmingham-Southern University, 1928.		
Murphy, Hugh Edwin	Durham,	North Carolina
A.B., George Washington University, 1928.		
O'Kelly, Walter Vernon	Abilene,	Texas
A.B., McMurry College, 1926.		

* The degree of Bachelor of Arts will be conferred in June, 1929.

Rowland, John Lester	Harrison,	Arkansas
A.B., Hendrix College, 1926.		
Shankle, Byron	Durham,	North Carolina
A.B., Duke University, 1923.		
Shumaker, Ralph Baxter	Salisbury,	North Carolina
A.B., Duke University, 1928.		
*Tilley, Lester Archie	Hurdle Mills,	North Carolina
A.B., Duke University, 1929.		
Walton, Aubrey Grey	Helena,	Arkansas
A.B., Hendrix College, 1928.		
Wilkinson, Jesse Giles	Sherrill's Ford,	North Carolina
A.B., Duke University, 1927.		
Williams, Atticus Morris	Erwin,	North Carolina
B.S., North Carolina State College of Agriculture and Engineering, 1921.		
*Yountz, James Ernest	Southmont,	North Carolina
A.B., Duke University, 1929.		

JUNALUSKA SCHOOL OF RELIGION

GRADUATE STUDENTS

Allen, Daisy C.	Spartanburg,	South Carolina
House, Robert Lee	Franklinton,	North Carolina
A.B., Duke University.		
Kilgore, John Benjamin	Pickens,	South Carolina
A.B., Newberry College.		
B.D., Vanderbilt University.		
Lawton, Robert Oswald	Columbia,	South Carolina
A.B., Wofford College.		
Pinson, Mrs. Belle Murrell	Nashville,	Tennessee
A.B., Mary Sharp College.		
Tuttle, Mark Quarles	Biltmore,	North Carolina
A.B., Duke University.		
Watson, Clarence Wells	North Augusta,	South Carolina
A.B., Wofford College.		
Worley, Elbert Dayton	Welch,	West Virginia
A.B., Emory University.		

UNDERGRADUATE STUDENTS

Dixon, Florence Ellen	New Orleans,	Louisiana
Fincher, Freda Fielding	Waynesville,	North Carolina
Griffin, Margaret Pearl	Sarasota,	Florida
Howell, Lillian Nyche	Goldsboro,	North Carolina
Joslin, Mrs. Muriel	Canton,	North Carolina
Lore, Lucy	Little Rock,	Arkansas
McLarty, Emmett Kennedy	Charlotte,	North Carolina
Needham, Eugene Warren	Dellwood,	North Carolina
Needham, Mrs. Eugene Warren	Dellwood,	North Carolina
Patten, Walter	New Bern,	North Carolina
Rankin, Mrs. Annie May	Abilene,	Texas
Smith, Olive Berenice	Little Rock,	Arkansas

* The degree of Bachelor of Arts will be conferred in June, 1929.

DUKE UNIVERSITY

UNDERGRADUATE INSTRUCTION
(TRINITY COLLEGE)



1928-1929

ANNOUNCEMENTS FOR 1929-1930

ANNUAL CATALOGUES AND BULLETINS

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DUKE UNIVERSITY

UNDERGRADUATE INSTRUCTION
(TRINITY COLLEGE)

1928-1929

ANNOUNCEMENTS FOR 1929-1930



DURHAM, NORTH CAROLINA

1929

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UNIVERSITY CALENDAR

1929

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|-------|---|
| June | 8. Saturday—Registration of local students for Summer School, first term. |
| June | 10. Monday—Registration of students for Summer School, first term. |
| June | 11. Tuesday—Instruction begins for Summer School, first term. |
| July | 4. Thursday—Independence Day—a holiday. |
| July | 19-20. Friday, Saturday—Final Examinations for Summer School, first term. |
| July | 22. Monday—Instruction begins for Summer School, second term. |
| Aug. | 28-29. Wednesday, Thursday—Final Examinations for Summer School, second term. |
| Sept. | 13-14. Friday, Saturday—Admission of new students to the Freshman Class. |
| Sept. | 14. Saturday, 4 P.M.—First regular faculty meeting of the academic year. |
| Sept. | 14-16-17. Saturday, Monday, and Tuesday—Matriculation, classification, and sectioning of new students. |
| Sept. | 17. Tuesday—Registration and matriculation of new students with advanced standing. |
| Sept. | 18. Wednesday—First semester begins. |
| Sept. | 18. Wednesday—Registration of matriculated students. |
| Sept. | 19. Thursday—Recitations begin. |
| Sept. | 20-21. Friday, 9 A.M. to 1 P.M., 2:30 P.M. to 5 P.M., Saturday, 9 A.M. to 1 P.M.—Registration of graduate students. |
| Oct. | 3. Thursday—Benefactor's Day. |
| Nov. | 11. Monday—Armistice Day—part holiday—Public exercises. |
| Nov. | 13-16. Wednesday, Thursday, Friday, and Saturday—Mid-semester examinations. |
| Nov. | 28. Thursday—Thanksgiving Day—A holiday. |
| Dec. | 11. Wednesday—Duke University Day. |
| Dec. | 19. Thursday, 1 P.M.—Christmas recess begins. |

1930

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|------|--------|---|
| Jan. | 2. | Thursday, 8:30 A.M.—Instruction is resumed. |
| Jan. | 27. | Monday—Mid-year examinations begin. |
| Jan. | 31. | Friday—Last day for matriculation for second semester. |
| Feb. | 1. | Saturday—Second semester begins. |
| Feb. | 1. | Saturday—Last day for submitting subjects for graduating orations. |
| Feb. | 22. | Saturday—Washington's birthday—Civic Celebration—a holiday. |
| Mar. | 26-29. | Wednesday, Thursday, Friday, and Saturday—Mid-semester examinations. |
| Apr. | 1. | Tuesday—Last day for submitting orations for Wiley Gray Contest. |
| Apr. | 17. | Thursday, 4 P.M.—Easter recess begins. |
| Apr. | 22. | Tuesday, 8:30 A.M.—Instruction is resumed. |
| May | 1. | Thursday—Last day for selection of courses for ensuing year. |
| May | 27. | Tuesday—Final examinations begin. |
| June | 1. | Sunday—President's address to graduating class. |
| June | 2. | Monday—Annual meeting of the Board of Trustees. |
| June | 2. | Monday evening—Graduating orations. |
| June | 3. | Tuesday morning—Commencement sermon. |
| June | 3. | Tuesday afternoon—Alumni address—meeting of Alumni Association. |
| June | 3. | Tuesday evening—Alumni exercises. |
| June | 4. | Wednesday morning—Commencement address; graduating exercises. |
| June | 4. | Wednesday afternoon at sunset—Lowering of the Flag by the graduating class. |

1929

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1930

JANUARY	APRIL	JULY	OCTOBER
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T. F. MARR, Vice-President.....	Albemarle,	N. C.
R. L. FLOWERS, Recording Secretary.....	Durham,	N. C.

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W. P. FEW, <i>ex-officio</i>	Durham,	N. C.
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C. W. TOMS.....	New York,	N. Y.
*B. N. DUKE.....	New York,	N. Y.
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J. C. WOOTEN.....	Durham,	N. C.

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* Deceased

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Assistant Treasurer 204 Dillard St.
- ARTHUR CARL LEE, B.S., C.E. 1535 Hermitage Court
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ANNIE RUTH SEABOLT, A.B. <i>Assistant in Cataloguing Department</i>	Faculty Apartments
MARGARET ELISABETH MONTGOMERY <i>Assistant in charge of Periodicals</i>	Faculty Apartments
ROSE MARIE FRAZIER, B.S., B.M. <i>Assistant in Reference Room</i>	702 Buchanan Boulevard

OFFICERS OF INSTRUCTION

Note: The list is arranged in two groups. The first contains the professors, associate professors, and assistant professors. The second comprises the instructors. The order of the names in each group, with the exception of the President, is that of seniority.

- WILLIAM PRESTON FEW, A.B., A.M., Ph.D., LL.D.
President Duke University Campus
- ROBERT LEE FLOWERS, A.M., LL.D. Duke University Campus
Professor of Mathematics
- WILLIAM IVEY CRANFORD, A.B., Ph.D. 708 Buchanan Boulevard
Carr Professor of Philosophy
- CHARLES WILLIAM EDWARDS, A.B., A.M., M.S.
Professor of Physics 406 Buchanan Boulevard
- WILLIAM HENRY GLASSON, Ph.B., Ph.D.
 710 Buchanan Boulevard
Professor of Political Economy and Social Science
- ALBERT MICAIAH WEBB, A.B., A.M. 1017 W. Trinity Ave.
Professor of Romance Languages
- WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D.
Professor of German 402 Buchanan Boulevard
- WILLIAM KENNETH BOYD, A.B., A.M., Ph.D.
Professor of History Franklin Court Apartments
- CHARLES BLACKWELL MARKHAM, A.B., A.M., 204 Dillard St.
Professor of Mathematics
- FRANK CLYDE BROWN, A.B., A.M., Ph.D.
Professor of English 410 Buchanan Boulevard
- †ARTHUR MATHEWS GATES, A.B., A.M., Ph.D.
Assistant Professor of Latin 1030 W. Trinity Ave.
- WILLIAM THOMAS LAPRADE, A.B., Ph.D.
Professor of History 1108 Monmouth Ave.
- ROBERT NORTH WILSON, A.B., M.S. 822 Third St.
Professor of Chemistry
- CHARLES WILLIAM PEPPLER, A.B., Ph.D.
Professor of Greek 406 Buchanan Boulevard
- WALTER SAMUEL LOCKHART, A.B., LL.B. Forest Hills
Professor of Law

† Absent on leave second semester, 1928-29.

- WILLIAM HOLLAND HALL, A.B., A.M., B.C.E., M.S.C.E.
Professor of Engineering Faculty Apartments
- HOLLAND HOLTON, A.B., J.D. 809 Watts St.
Professor of the History and Science of Education
- †BERT CUNNINGHAM, B.S., M.S., A.M., Ph.D. 1200 College Road
Professor of Biology
- FREDERICK AUGUSTUS GRANT COWPER, A.B., A.M., Ph.D.
Professor of Romance Languages 1017 Dacian Ave.
- CHARLES CLEVELAND HATLEY, A.B., A.M., Ph.D.
Professor of Physics 702 Buchanan Boulevard
- HERSEY EVERETT SPENCE, A.B., A.M., B.D.
Professor of Biblical Literature and Religious Education Beverly Apartments
- †NEWMAN IVEY WHITE, A.B., A.M., Ph.D. Hope Valley
Professor of English
- †PAUL MAGNUS GROSS, B.S., A.M., Ph.D. 1002 W. Trinity Ave.
Professor of Chemistry
- WILBUR WADE CARD, A.B. 1110 Minerva Ave.
Director of the Gymnasium
- JAMES CANNON, III, A.B., A.M., Th.B., Th.M. Hope Valley
Ivey Professor of Christian Missions
- KARL BACHMAN PATTERSON, A.B., A.M. 1024 Monmouth Ave.
Assistant Professor of Mathematics
- *WILLIAM JOSEPH HENRY COTTON, A.B., A.M., Ph.D.
 1003 W. Trinity Ave.
Professor of Economics and Business Administration
- HUGO LEANDER BLOMQUIST, B.S., Ph.D. Tilley Apartments
Professor of Botany
- ALLAN H. GILBERT, B.A., A.M., Ph.D. 1302 Vickers Ave.
Professor of English
- HERMAN STEINER 1025 Dacian Ave.
Assistant Director of Physical Education
- CHARLES ALBERT KRUMMEL, Ph.B., Ph.M., Ph.D.
Professor of German 2118 Englewood Ave.
- FRED SOULE ALDRIDGE, A.B., A.M. Duke University Campus
Professor of Mathematics
- *PAULL FRANKLIN BAUM, A.B., A.M., Ph.D. Faculty Apartments
Professor of English

† Absent on leave first semester, 1928-29.

* Absent on leave, 1928-29.

JESSE MARVIN ORMOND, A.B., B.D. <i>Professor of Biblical Literature</i>	301 Watts St.
ARTHUR MARCUS PROCTOR, A.B., A.M. <i>Professor of Education</i>	Beverly Apartments
ALICE MARY BALDWIN, A.B., A.M., Ph.D. <i>Associate Professor of History</i>	Faculty Apartments
GEORGE MERRITT ROBISON, A.B., M.A., Ph.D. <i>Assistant Professor of Mathematics</i>	Faculty Club
EDWARD HUDSON YOUNG, A.B., A.M. <i>Assistant Professor of Romance Languages</i>	Beverly Apartments
EBER MALCOLM CARROLL, A.B., A.M., Ph.D. <i>Associate Professor of History</i>	Faculty Apartments
PAUL NEFF GARBER, A.B., A.M., Ph.D. <i>Professor of Church History</i>	Beverly Apartments
BENJAMIN GUY CHILDS, A.B., A.M. <i>Professor of Education</i>	401 N. Gregson St.
WILLIAM THOMPSON TOWE, A.B. <i>Assistant Professor of Law</i>	704 Buchanan Boulevard
JULIA REBECCA GROUT, A.B., M.S. <i>Assistant Director of Physical Education</i>	Southgate Hall
GEORGE CLIFFORD BUCHHEIT, B.S. in C.E. <i>Assistant Director of Physical Education</i>	Faculty Club
BENNETT HARVIE BRANSCOMB, A.B., M.A. <i>Professor of New Testament Language and Literature</i>	Hope Valley
RUSKIN RAYMOND ROSBOROUGH, A.M., Ph.D. <i>Professor of Latin</i>	Faculty Club
*RICHARD HARRISON SHRYOCK, B.S., Ph.D. <i>Associate Professor of History</i>	Beverly Apartments
JOHANNES SYBRANDT BUCK, Ph.D. <i>Associate Professor of Chemistry</i>	903 N. Duke St.
WILLIAM WHITFIELD ELLIOTT, B.A., M.A., Ph.D. <i>Professor of Mathematics</i>	Faculty Club
CALVIN BRYCE HOOVER, A.B., Ph.D. <i>Professor of Economics</i>	2413 Club Boulevard
WALTER JAMES SEELEY, E.E., M.S. <i>Professor of Electrical Engineering</i>	1305 B St.
ROBERT RENBERT WILSON, A.B., A.M., Ph.D. <i>Associate Professor of Political Science</i>	Ambassador Apartments

* Absent on leave, 1928-29.

- WALTER McKINLEY NIELSEN, B.S., Ph.D.
Assistant Professor of Physics 11 Aycock Apartments
- JAMES DeHART 905 Gregson St.
Director of Physical Education
- HIRAM EARL MYERS, A.B., S.T.B., S.T.M. Beverly Apartments
Professor of English Bible
- †ARTHUR SPERRY PEARSE, B.S., A.M., Ph.D. Hope Valley
Professor of Zoölogy
- WILLIAM WALTER RANKIN, Jr., B.E., M.A. 1011 Gloria Ave.
Professor of Mathematics
- J. FRED RIPPY, A.B., A.M., Ph.D. 814 E. Boulevard
Professor of History
- ELBERT RUSSELL, A.B., A.M., Ph.D. 811 Vickers Ave.
Professor of Biblical Interpretation
- CLEMENT VOLLMER, A.B., A.M., Ph.D. Faculty Apartments
Professor of German
- JOHN WINDER CARR, Jr., A.B., A.M., Ph.D. 602 Buchanan Boulevard
Associate Professor of Education
- GYFFORD DAVIDSON COLLINS, A.B., A.M. 2011 University Drive
Assistant Professor of Physics
- F. G. HALL, A.B., A.M., Ph.D. 1012 Dacian Ave.
Professor of Zoölogy
- FRANKLIN P. JOHNSON, A.B., A.M., Ph.D. Faculty Apartments
Professor of Greek
- CHARLES E. LANDON, A.B., A.M., Ph.D. 304 N. Roxboro St.
Assistant Professor of Economics and Economic Geography
- FRANK KIRBY MITCHELL, A.B., A.M. 214 Swift Ave.
Assistant Professor of English
- ERNEST WILLIAM NELSON, A.B., A.M., Ph.D. Beverly Apartments
Assistant Professor of History
- EDWARD CAMERON, A.B. Powe Apartments
Assistant Director of Physical Education
- W. E. TILSON, LL.B. 909 N. Gregson St.
Assistant Director of Physical Education
- ALLEN HOWARD GODBEY, A.B., Ph.D. 118 Faculty Apartments
Professor of Old Testament
- HOWARD MARION LeSOURD, A.B., A.M., Ph.D. Tilley Apartments
Professor of Religious Education

† Absent on leave second semester, 1928-29, 1929-30.

- HAROLD CRUSIUS BIRD, Ph.B., C.E. 2415 Club Boulevard
Professor of Civil Engineering
- WILLIAM McDOUGALL, M.A., D.Sc., Litt.D. Hope Valley
Professor of Psychology
- MARSHALL TURNER SPEARS, A.B., A.M. 1005 Monmouth Ave.
Assistant Professor of Law
- WILBURT CORNELL DAVISON, A.B., B.S., B.Sc., A.M., M.D. Hope Valley
Professor of Pediatrics
- FRANKLIN SIMPSON HICKMAN, A.B., S.T.B., A.M., Ph.D. McCracken Apartments
Professor of Psychology of Religion
- JAY BROADUS HUBBELL, A.B., A.M., Ph.D. Faculty Apartments
Professor of English
- THADDEUS DILLIARD BRYSON 2407 Club Boulevard
Professor of Law
- BRADY R. JORDAN, Litt.B., Ph.D. 2409 Club Boulevard
Professor of Romance Languages
- SAMUEL RAYMOND SCHEALER, E.E., M.S. 1008 Gloria Ave.
Professor of Electrical Engineering
- WILLIAM BRYAN BOLICH, A.B., M.A., B.C.L. 302 Faculty Apartments
Professor of Law
- EARL JEFFERSON HAMILTON, B.S., A.M., Ph.D. 113 Faculty Apartments
Assistant Professor of Economics
- ROBERT STANLEY RANKIN, A.B., M.A., Ph.D. 1007 W. Trinity Ave.
Assistant Professor of Political Science
- FREDERICK ADOLPHUS WOLF, A.B., A.M., Ph.D. 807 Second St.
Professor of Botany
- JAMES FOSTER BARNES, A.B., A.M. Dormitory No. 2
Director of Social and Religious Activities
- WALTER KIRKLAND GREENE, A.B., A.M., Ph.D. 314 W. Trinity Ave.
Professor of English
- GILBERT THEODORE ROWE, A.B., D.D., Litt.D. 212 Watts St.
Professor of Religion
- LUTHER MASON DIMMITT, A.B., Th.M., M.A. 1522 Hermitage Court
Assistant Professor of Education
- JOSEPH BANKS RHINE, B.S., Ph.D. 113 Watts St.
Assistant Professor of Psychology and Philosophy
- WARREN CHASE VOSBURGH, B.S., M.S., Ph.D. 11 Vance Apartments
Assistant Professor of Chemistry
- KARL EDWARD ZENER, A.B., A.M., Ph.D. 303 Swift Ave.
Assistant Professor of Psychology

ARTHUR OWEN HICKSON, A.B., A.M., Ph.D.

Assistant Professor of Mathematics

EDWARD ROY CECIL MILES, B.S., E.E., M.A.**

Assistant Professor of Mathematics

WALTER ALBERT STANBURY, A.B., D.D. 516 W. Chapel Hill St.

Special Lecturer in Practical Theology

FREDERICK ELIPHAZ WILSON, A.B., A.M. 1004 Urban Ave.

Instructor in German

FREDERICK EDWARD STEINHAUSER, A.B., A.M.

Instructor in Romance Languages

1000 Lamond Ave.

DEAN MOXLEY ARNOLD, B.S., A.M.

116 Faculty Apartments

Instructor in Mathematics

HERBERT JAMES HERRING, A.B.

Faculty Club

Instructor in Debating

ARCHIBALD CURRIE JORDAN, A.B., A.M.

Faculty Club

Instructor in English

WILLIAM MAXWELL BLACKBURN, A.B., B.A.

303 Swift Ave.

Instructor in English

LEWIS PATTON, A.B.

206 Swift Ave.

Instructor in English

JOHN HERMAN SHIELDS, A.B., A.M.

1007 W. Trinity Ave.

Instructor in Accounting

MARY HENDREN VANCE, A.B., A.M.

305 Faculty Apartments

Instructor in English

SHELBY THOMAS McCLOY, A.B., M.A., B.A., B.Litt.

Instructor in History

909 N. Gregson St.

GEORGE SHERMAN AVERY, Jr., B.S., M.S., Ph.D.

Instructor in Botany

510 Buchanan Boulevard

GEORGE MacKENDRICK GREGORY, A.B., A.M. Dormitory No. 3

Instructor in English

DWIGHT LUCIAN HOPKINS, B.S., M.S., Ph.D.

Instructor in Zoölogy

306 Faculty Apartments

RUTH SLACK SMITH, A.B., A.M.

Southgate Hall

Instructor in Education

LAMBERT ARMOUR SHEARS, A.B., A.M., Ph.D.

915 Green St.

Instructor in German

JOHN TATE LANNING, A.B., A.M.

203 Faculty Apartments

Instructor in History

** A candidate for the degree of Doctor of Philosophy, June, 1929.

CHARLES EUGENE WARD, A.B., A.M.	214 Faculty Apartments
<i>Instructor in English</i>	
JOHN MONTGOMERY CLARKSON, A.B., A.M.	1005 Gloria Ave.
<i>Instructor in Mathematics</i>	
ROBERT BAILEY CAMPBELL, A.B.	114 Faculty Apartments
<i>Instructor in French</i>	
RALPH BETTS FLANDERS, A.B., A.M.	1026 Monmouth Ave.
<i>Instructor in History</i>	
RICHARD ANDERSON HARVILL, B.S., A.M.	1011 Dacian Ave.
<i>Instructor in Economics</i>	
BENJAMIN ULYSSES RATCHFORD, A.B., A.M.,	1011 Dacian Ave.
<i>Instructor in Economics</i>	
JOHN HENRY SAYLOR, A.B.	1111 Broad St.
<i>Instructor in Chemistry</i>	
WARREN CANDLER SLEDD, A.B., A.M.	Faculty Apartments
<i>Instructor in Latin</i>	
VIVIAN MOIZE	107 Markham Ave.
<i>Assistant in Physical Education</i>	
WILLIS HARVEY BELL, B.S.	1007 W. Trinity Ave.
<i>Instructor in Botany</i>	

UNIVERSITY FELLOWS

Allen, Ivey, Jr.	Chemistry	<i>Aycock Apartments</i>
A.B. Duke University		
Carr, Isaac Newton	History	<i>1010 Urban Ave.</i>
A.B., A.M. Carson-Newman College		
A.M. University of North Carolina		
Cooke, Dennis Hargrove	Education	<i>Dormitory No. 1</i>
A.B., Ed.M. Duke University		
Echterbecker, Charles Frederick	Psychology	<i>Dormitory No. 1</i>
A.B. Dartmouth College		
Ehrlich, John	Botany	<i>1200 College Road</i>
B.S. Cornell University		
Everett, William Walton	Zoölogy	<i>806 Second St.</i>
A.B., A.M., B.S.Ed. Mercer College		
Fennell, Richard Adams	Zoölogy	<i>Dormitory No. 1</i>
A.B. Birmingham-Southern College		
Kolb, Ernest Connors	Religion	<i>Dormitory No. 3</i>
A.B. Furman College		
Th.B. Southern Baptist Seminary, Louisville, Ky.		

Kumro, Donald Milheim	Chemistry	<i>1011 Dacian Ave.</i>
A.B. University of Buffalo; A.M. University of Illinois		
McCain, James Allen	English	<i>Dormitory No. 1</i>
A.B. Wofford College		
Parks, E. Taylor	History	<i>Dormitory No. 1</i>
A.B. Carson-Newman College; A.M. University of Tennessee		
Patterson, John Clarke	History	<i>Dormitory No. 1</i>
A.B., A.M. University of Texas		
Pettis, Charles Semple	Mathematics	<i>Dormitory No. 1</i>
B.S., M.S. University of Wisconsin		
Root, Raymond Willard	Zoölogy	<i>1007 Minerva Ave.</i>
A.B. Milton College		
Simpson, William Hays	Political Science	<i>Dormitory No. 1</i>
A.B. Tusculum College; A.M. Duke University		
Smith, Robert Sidney	Economics	<i>Dormitory No. 1</i>
A.B., A.M. Amherst College		
Stokes, Ruth Wyckliffe	Mathematics	<i>Glenn Apartments</i>
A.B. Winthrop College; A.M. Vanderbilt University		
Sugden, Herbert Wilfrid	English	<i>Faculty Apartments</i>
A.B. Harvard University; A.M. Duke University		
Swanson, John Chester	Physics	<i>Dormitory No. 1</i>
A.B. University of Richmond		
Truesdale, James Nardin	Greek	<i>Dormitory No. 1</i>
A.B. Duke University		
Woody, Robert Hilliard	History	<i>Dormitory No. 1</i>
Ph.B. Emory University; A.M. Duke University		

RESEARCH FELLOW

Hirsch, Nathaniel D. Mttron	Psychology	<i>69 Hammond St.,</i>
A.B. Harvard University		<i>Cambridge, Mass.</i>
A.M. Columbia University; Ph.D. Harvard University		

INDUSTRIAL RESEARCH FELLOWS

(Liggett and Myers Foundation)

Darkis, Frederick Randolph	Chemistry	<i>536 Buchanan Blvd.</i>
B.S., M.S., Ph.D. University of Maryland		
Hall, Joseph Alfred	Chemistry	<i>1118 N. Duke St.</i>
B.A., M.S. University of Wisconsin		

Jones, Edwin Patterson	Chemistry	619 S. Duke St.
A.B., A.M. Duke University; Ph.D. Yale University		
Powell, Thomas Edward	Zoölogy	1118 N. Duke St.
B.A. Elon College; M.A. University of North Carolina		

GRADUATE ASSISTANTS

Anderson, Ewing	English	<i>Dormitory No. 1</i>
A.B. University of Florida		
Barnes, Ralph Willett	Physics	<i>Dormitory No. 1</i>
A.B. Ohio Wesleyan University		
Basler, Roy Prentice	English	<i>Dormitory No. 1</i>
A.B. Central College		
Bird, Matthew John	History	<i>Aycock Apartments</i>
A.B. Duke University		
Bowles, Charles Phillips	Religion	<i>Dormitory No. 3</i>
A.B. Duke University		
Brady, Elbert Carl	Education	<i>Elon College,</i> <i>Elon, N. C.</i>
A.B. Elon College		
Carpenter, Clarence Ray	Religion	<i>Dormitory No. 1</i>
A.B. Duke University		
Carroll, Mary Swan	History	<i>Glenn Apartments</i>
A.B. University of Tennessee; A.M. University of Wisconsin		
Clarke, Blanche Henry	Religion	<i>1005 Trinity Ave.</i>
A.B. Duke University		
Davis, Rose May	Chemistry	<i>1002 Lamond Ave.</i>
A.B., A.M. Duke University		
Gray, Elizabeth Camille	Education	<i>Beverly Apartments</i>
A.B. Duke University		
Hefley, Harold Martin	Zoölogy	<i>1200 College Road</i>
B.S., M.S. University of Oklahoma		
Hodges, John Kennedy	Chemistry	<i>Dormitory No. 1</i>
A.B. Wofford College; A.M. Duke University		
Jenkins, Wilbert Armonde	Botany	<i>899 Second St.</i>
A.B. Duke University		
Kirkpatrick, Charles Atkinson	Accounting	<i>508 Buchanan Blvd.</i>
A.B. Duke University		
Lackey, Oscar Napoleon	Chemistry	<i>901 Broad St.</i>
A.B. Valparaiso University; A.M. Duke University		

Mathews, Joseph Chesley A.B. Furman College	English	<i>Dormitory No. 1</i>
Ogden, Warren Cox A.B. Davidson College	History	<i>Dormitory No. 1</i>
Pace, Donald Metcalf B.S. Susquehanna University	Botany	<i>Dormitory No. 1</i>
Plaster, Roger Glenn A.B. Lenoir-Rhyne College	Physics	<i>Dormitory No. 1</i>
Robertson, Archibald T., Jr. A.B. Harvard University	English	<i>Dormitory No. 1</i>
Ruddick, Girard Bliss A.B. Swarthmore College	Economics	<i>Dormitory No. 2</i>
Runyan, Theodore A.B. Baker University	History	<i>Faculty Apartments</i>
Southerland, Juanita A.B. Duke University	Education	<i>Holloway Road</i>
Trueblood, Paul Graham A.B. Willamette University	English	<i>Dormitory No. 1</i>
Wheeler, Harold Peyton A.B. Wofford College	English	<i>405 Broad St.</i>
White, Gladys Ruth A.B. Duke University	Physics	<i>1623 Erwin Ave.</i>
Wrenn, Samuel Nathaniel A.B. Duke University	Chemistry	<i>Dormitory No. 3</i>
Wynne, Waller, Jr. A.B. University of Richmond	English	<i>Dormitory No. 1</i>

 GRADUATE SCHOLARS

Ashburn, Karl Everett A.B., A.M. Texas Christian University	Economics	<i>Dormitory No. 1</i>
Blalock, Sallie Verona A.B. Duke University	Latin	<i>Faculty Apartments</i>
Britton, George Taylor A.B. Tusculum College	Economics and Political Science	<i>1009 W. Trinity Ave.</i>
Carpenter, Clarence Ray A.B. Duke University	Psychology	<i>Dormitory No. 1</i>
Chandler, Helen Deane A.B. Duke University	English	<i>Faculty Apartments</i>

Chang, Yeh Tseng A.B. Fuh Tan University	Education	<i>Dormitory No. 1</i>
Cheatham, Cora Lee B.S. Coker College	Botany	<i>806 Sixth St.</i>
*Chen, William Yuanlung A.B., A.M. Syracuse University	Psychology	
Lagerstedt, Kenneth Raymond A.B. Duke University	German	<i>Dormitory No. 2</i>
Maden, William Leroy A.B. Tusculum College	French	<i>Dormitory No. 1</i>
Rogers, Henry Harper B.S. North Carolina State College	Physics	<i>Dormitory No. 1</i>
Westerhof, Anthony Cornelius A.B. Calvin College	Psychology	<i>113 Watts St.</i>

* Absent on leave, 1928-29.

GENERAL STATEMENT

Duke University offers two academic degrees for undergraduate work, bachelor of arts and bachelor of science in civil and electrical engineering. Six groups of studies lead to the degree of bachelor of arts. These groups are designated by Roman numerals in the order in which they are described. For a description of these groups see the section below in this catalogue under the topic, "Groups of Studies for the Degree of Bachelor of Arts."

For a description of the groups of studies leading to the degree of bachelor of science see the section below in this catalogue under the topic, "Groups of Studies for the Degree of Bachelor of Science in Civil or Electrical Engineering."

ADMISSION TO COLLEGE

GENERAL REGULATIONS

Applicants able to submit certificates of proficiency in subjects accepted for admission to the freshman class from schools whose work has been approved by the University will be admitted without examination, provided these certificates are properly made out on the regular blank provided by the University, signed by the school principal, and presented before or at the opening of the academic year. The applicant must have completed the course of the school from which he comes.

Unless admitted on certificate, every candidate for admission will be examined on the required subjects.

Entrance examinations for the admission of new students will be held on the dates announced in the calendar of the University. All students applying for admission must appear before the Committee on Admission on Friday, September 13, or Saturday, September 14. Students residing in Durham and vicinity are urgently requested to appear before the Committee on Friday. Saturday, September 14, Monday, September 16, and Tuesday, September 17 will be devoted to the registration, sectioning, and classification of new students. New students with advanced standing from other institutions are requested to appear before the Committee on Admission, Tuesday, September 17. Students who register and matriculate later than the dates named in the University calendar must pay the Treasurer five dollars for the privilege.

It is strongly recommended to parents and guardians that all applicants for admission to Duke University be successfully vaccinated against smallpox and typhoid fever before they enter.

REQUIREMENTS FOR ADMISSION

The requirements for admission are defined in terms of units. A unit of credit is allowed for a subject of study pursued throughout an academic year at an accredited high school, if the course has demanded five recitations a week and the pre-

scribed amount of work has been satisfactorily completed. Credit for fifteen units is required for admission to all groups.

The subjects in which credit for admission to the University may be offered and the maximum amount of credit acceptable in each subject are given in the following table:

	UNITS		UNITS
English	4	Botany	1
Latin	4	Zoölogy	1
Greek	3	General Biology	1
German	3	Physical Geography	1
French	3	General Science	1
Spanish	3	Agriculture	2
Mathematics	4	Mechanical Drawing	2
History and Civics	4	Woodwork, Forging, and	
Physics	1	Machine Work	2
Chemistry	1	Household Economics	2
		Commercial Subjects	3

Minimum entrance credits of three units in English, one in history, three in mathematics, and four in foreign language (either all in Latin or two in each of any two of the foreign languages accepted for admission, including Latin) are required of all applicants for candidacy for the bachelor of arts degree. However, in case the fifteen units of credit for admission do not include the full requirements of foreign languages, the student is given an opportunity during his freshman year to make up the deficiency.

DEFINITION OF REQUIREMENTS

HISTORY—ONE UNIT

The candidate may offer for credit one unit from any of the following subjects. The examination will be based on material similar to that included in the books suggested. In lieu of the textbooks named, candidates may be examined on material contained in any of the courses in history and civics suggested for high schools by the North Carolina Department of Public Instruction.

(a) Ancient History (one unit).

Webster's *Ancient History*, West's *Ancient World*, Wolfson's *Essentials in Ancient History*.

(b) Medieval and Modern History (one unit).

Harding's *New Medieval and Modern History*, Robinson's *Western Europe*, West's *Modern World*.

(c) English (one unit).

Cheyney's *Short History of England*, Coman and Kendall's *History of England*, Larson's *Short History of England*, Walker's *Essentials in English History*.

(d) American History (one unit).

Ashley's *American History*, Channing's *A Student's History of the United States*, Hart's *Essentials of American History*, James and Sanford's *American History*, McLaughlin's *History of the American Nation*, Muzzey's *American History*.

ENGLISH—THREE UNITS

Grammar and Composition

The requirements in grammar and composition are a thorough knowledge of the essentials of English grammar, habitual correctness in spelling, punctuation, sentence structure, paragraphing, and ability to make unified and coherent outlines and to write accurately and clearly on familiar subjects.

Literature

The classics to be studied in preparation for college English are divided into two classes, those intended for thorough study and those intended for general reading. Preparation in the former class should cover subject-matter and the leading facts in those periods of English literary history to which the prescribed books belong; in the latter class it should consist of a general knowledge of the subject matter and of the lives of the authors. In exceptional cases an equivalent amount of reading and study in other than prescribed works will be accepted.

Special attention is called to the minimum essential program as printed in the *Manual of Study* issued by the North Carolina Department of Public Instruction.

MATHEMATICS—THREE UNITS

1. *College Algebra*.
 - (a) To Quadratics (one unit).
 - (b) Quadratics to, and including, Progressions (one unit).
2. *Plane Geometry* (one unit).

LATIN—TWO OR FOUR UNITS

1. *Grammar and Composition* (one unit).
2. *Four Books of Cæsar's Gallic Wars* (one unit).
3. *Six Orations of Cicero* (one unit).
4. *Six Books of Vergil's Æneid* (one unit).

The student must be able to convert simple English prose into Latin.

The Roman system of pronunciation is used exclusively in the Latin work of the college course, and applicants for admission are expected to be well drilled in it.

GREEK—TWO UNITS

1. *Elementary Grammar and Composition* (one unit).
2. *Xenophon's Anabasis, Books I-IV* (one unit).

FRENCH—TWO UNITS

During the first year the work should comprise: (1) Elementary grammar and at least 100 to 150 pages of approved reading; (2) grammar completed and 200 to 300 pages of approved reading.

During the second year the work should comprise: (1) a thorough review of the grammar work of the previous year and a study of the irregular verbs and of the uses of the subjunctive mood; (2) grammatical exercises and easy paraphrasing of parts of texts read; (3) the reading of from 200 to 300 pages of easy modern prose.

GERMAN—TWO UNITS

During the first year the work should comprise: (1) Elementary grammar and at least 75 or 100 pages of approved reading; (2) elementary grammar completed and at least 150 to 200 pages of approved reading.

The second year's work should include the reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) easy paraphrasing of parts of the texts read; (3) continued drill in the rudiments of grammar.

SPANISH—TWO UNITS

The work for the first year should comprise: (1) Elementary grammar and at least 100 to 150 pages of approved reading; (2) grammar completed and 200 to 300 pages of approved reading.

During the second year the work should include: (1) a thorough review of the grammar-work of the previous year and a study of the irregular verbs and of the use of the subjunctive mood; (2) grammatical exercises and easy paraphrasing of parts of texts read; (3) the reading of from 200 to 300 pages of easy modern prose.

ELECTIVE SUBJECTS FOR ENTRANCE CREDITS

A candidate may offer additional entrance credit from the following subjects:

ENGLISH

Students who have completed four years of English in an approved school will receive credit for one unit in addition to the three units required for admission to the freshman class.

HISTORY AND CIVICS

In addition to the unit required, a candidate may present credit from the subjects which he has not offered as required entrance in history or civics.

GREEK

Homer's *Iliad*, I-III, with prosody and sight translation, may be offered as elective credit for one unit.

LATIN

One or two units of work in any of the four subjects in Latin named above under the sub-topic, "Latin," under the topic, "Definition of Requirements," may be offered for elective credit. Students presenting two units of Latin as one of the

foreign languages required for entrance may present an additional elective unit in Latin.

FRENCH

A year's work in French done according to the method outlined above under the sub-topic, "French," under the topic, "Definition of Requirements," may be offered for an elective credit of one unit. In addition to the two years of work in French, a student may present for an elective unit a third year's work done in an approved manner.

GERMAN

A year's work in German done according to the methods outlined above under the sub-topic, "German," under the topic, "Definition of Requirements," may be offered for an elective credit of one unit. In addition to the two years of work in German, a student may present for an elective unit a third year's work done in an approved manner.

SPANISH

A year's work in Spanish done according to the methods outlined above under the sub-topic, "Spanish," under the topic, "Definition of Requirements," may be offered for an elective credit of one unit. In addition to the two years of work in Spanish, a student may present for an elective unit a third year's work done in an approved manner.

MATHEMATICS

One-half unit credit each is allowed for Solid Geometry and Plane Trigonometry.

PHYSICS

Credit for one elective unit will be allowed for a year's work in elementary physics consisting of (1) recitations based on such texts as Cahart and Chute's, *High School Physics*; Millikan and Gale's, *First Course in Physics*, or Mann and Twiss's, *Physics*, with adequate lecture-table experiments by the instructor; (2) at least thirty experiments worked out by students individually in the laboratory, of which a neat report is made in proper form (the number of experiments performed

is not so important as the quality of work done); (3) lectures and recitations on the practical application of the principles studied to the community life and to the home.

The aim should be to present a comparatively few principles in such a way that, by repetition through experiments and discussions of applications, the student has them thoroughly at his command.

CHEMISTRY

A year's work in chemistry conducted according to the same method suggested for that in physics will be accepted for an elective unit of credit.

BIOLOGY

An elective credit of one unit is allowed for a year's work in any of the following biological sciences:

General Biology.—One year of study devoted to typical animals and plants by the laboratory method, covering the facts of morphology and physiology. Such a text as Hunter's, *A Civic Biology* is recommended. Candidates for admission must present satisfactory laboratory notebooks.

Botany.—A year of work based on such a text as Bergen and Caldwell's, *High School Botany*. Candidates for admission must present satisfactory notebooks.

Zoölogy.—A year of work based upon such a text as Linville and Kelley's, *Introduction to Zoölogy*. Candidates for admission must present satisfactory notebooks.

MECHANICAL DRAWING

Elective credits of two units may be offered in mechanical drawing. Each year's work must be satisfactory in both quantity and quality. Drawing-books or plates must be submitted by all candidates offering this subject.

PHYSICAL GEOGRAPHY

The year's work in physical geography may be offered as one unit; it should be based on a modern text-book and should include an approved laboratory and field-course of at least forty exercises performed by the student.

AGRICULTURE AND HOUSEHOLD ECONOMICS

Maximum elective credits of two units may be offered in either Agriculture or Household Economics by graduates of approved schools in which the teaching in these subjects has met the requirements of the North Carolina Department of Public Instruction.

WOODWORKING, FORGING, AND MACHINE WORK

Graduates of approved schools offering thorough courses for one or two years in woodwork, forging, and machine work will be given credit of one unit for each year of such work certified by the school authorities.

COMMERCIAL SUBJECTS

Graduates of approved schools offering thorough instruction in such commercial subjects as bookkeeping, stenography, and commercial arithmetic, may offer these subjects for credit for admission. Not more than three elective units of credit will be allowed for commercial subjects.

GENERAL SCIENCE

A full year's work in General Science done in a high school of approved standing will be accepted for one unit of elective credit.

SPECIAL STUDENTS

Students of mature age not fully prepared to enter the freshman class may be admitted as special students. Such students are required to pass the regular entrance examinations in the subjects they propose to take, and all are required to present for admission English, history, and mathematics. They are required also to take fifteen hours of recitation work a week.

ACCREDITED SCHOOLS

A list of accredited schools is revised from year to year. An applicant for admission to the freshman class who brings from one of these schools a certificate of graduation properly made out and signed by the principal is given credit for the work certified and is admitted to college without examination.

Blank forms for recording the work done will be sent on request. Every applicant for admission by certificate is advised to secure a blank, have it properly filled out, signed, and forwarded to the Committee on Admission as early as possible.

ADMISSION TO ADVANCED STANDING

Applicants for admission to advanced standing in the University must present official certificates of all work done in other institutions of approved standing; otherwise they must stand written examinations on all work for which they are seeking credit. Further, a minimum of one full year in residence at Duke University with the satisfactory completion of at least thirty semester-hours of approved work is required of all candidates for the bachelor's degree.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

The requirements for the degree of bachelor of arts are designed to give students such training in certain fundamental subjects as is essential for intelligent, educated citizens and at the same time to provide for them the opportunity for as wide an election as possible of courses of study interesting and practically helpful to them because congenial to vocations they plan later to pursue. The requirements for the degree are reckoned in semester-hours, a semester-hour being credit given for passing a subject pursued one hour a week through a semester. Credit for one hundred and twenty-six semester-hours, exclusive of physical education, is required for the degree of bachelor of arts in all groups.

The faculty has arranged the six groups of studies given below for the guidance of students in electing the work required for graduation. A student is free to elect any group he may desire, but in each group there is a large amount of work prescribed that in the judgment of the faculty is necessary to prevent a too great scattering of the efforts of the student while giving him a well balanced course and work likely to be of special value to him in his chosen vocation. Some of the work in each group is left entirely to the choice of the student. With the approval of the Dean of the College and of the Council on Instruction, a student may at any time transfer from one group to another. In case of such a transfer, any prescribed work done in one group that is not prescribed in the other shall count as general elective credit in the group to which the transfer is made, and the student transferring shall make up as soon as possible the work prescribed in the group he has chosen.

No student is allowed to enroll in any semester for more than the equivalent of nineteen semester-hours of work, exclusive of physical education. No course-card is valid until it has the approval of the Council on Instruction and of the Dean of the College. All students, when electing courses, are urged to

seek the advice of the members of the faculty in whose departments they expect to receive instruction.

Not more than one course of six or eight semester-hours of credit in final fulfillment of the requirements for the degree of bachelor of arts in Duke University may be done in another institution of approved standing, and this course must first be approved for such credit by the head of the department concerned and by the Dean of the College.

GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF ARTS

GROUP I

GENERAL

This group is based on the traditional requirements for the degree of bachelor of arts. Students who elect it are required to take twelve semester-hours of English, including six of composition and six of literature; eighteen of foreign language, of which not more than six may be in a course beginning the study of a language, and this course must be followed by a second course in the same language; sixteen of biology, chemistry, or physics, including eight each in any two of the three sciences; six of Bible; six of mathematics; six of economics; six of history; and elective work sufficient to complete the one hundred and twenty-six semester-hours required for graduation. The eighteen semester-hours of foreign language required in this group must include two of the languages: Greek, Latin, French, German, and Spanish, and the two languages may not both be taken in the same department.

In addition to the seventy semester-hours of work already specified as required in this group, a student electing it is further required to take thirty semester-hours, (thirty-two semester-hours if an elementary science is one of the courses), in some subject chosen as a major and in other subjects specifically approved by the head of the department in which the major subject is chosen. A major may be chosen in any department in the University provided the head of the department approves it. The twenty-four or twenty-six semester-hours, as the case may be, required for graduation in addition to the seventy semester-hours of required work and the thirty or thirty-two semester-hours of major-minor work are left as free electives. A student may take as free electives any courses in which he is interested, provided he is qualified for admission to them.

The following arrangement of work is recommended to students in this group:

<i>Freshman Year</i>		<i>Sophomore Year</i>	
	S.H.		S.H.
English	6	English	6
Mathematics	6	Foreign Language	6 or 12
Bible	0 or 6	Bible	6 or 0
Foreign Language	12 or 6	Science or History	8 or 6
History or Science	6 or 8	A required course in For-	
		eign Language, Science,	
		or Economics	6 or 8
	30 or 32		
			30 or 32
<i>Junior Year</i>		<i>Senior Year</i>	
Required courses in For-		Electives restricted only by	
eign Language, Science,		the general requirements	
or Economics	6 or 14	for this group.	
Electives	24 or 18		
	30 or 32		30 or 32

A student should observe the following points in arranging his work for the freshman and sophomore years in this group: (1) If he presents as many as three college entrance units in one foreign language, he has the option of continuing that language in college or of discontinuing it; if he presents only two units in any foreign language, he must continue that language in college unless granted permission to discontinue it by the Committee on Admission. He is not permitted to include more than one course of six semester-hours beginning the study of a language among the eighteen semester-hours of required language work, and that course must be followed by a second course in the same language. (2) The required work in language may not all be taken in the same department. (3) The six semester-hours of required work in Bible must be taken in either the freshman or sophomore year. (4) A student must take one of the required elementary sciences, biology, chemistry, or physics, in either the freshman or sophomore year and the second required science not later than the junior year. If he postpones his first natural science to the sophomore year, he may take history in the freshman year and must then take Economics 1 or Economics 2 in his junior year. If he takes natural science and no history in the freshman year, he must, in his sophomore year, take either history or economics and in the junior year the one not taken the year before.

GROUP II

BUSINESS ADMINISTRATION

This group is designed for students who enter college with the purpose of engaging in some form of business activity after graduation. The required work consists of twelve semester-hours of English, including six semester-hours of composition and six of literature; six of Bible; eight of biology, chemistry, or physics; six of history; six of mathematics; twelve of foreign language, of which not more than six semester-hours may be a course beginning the study of a language; forty-eight of economics and political science; and six of law. Twenty-two semester-hours are left for free electives.

The following arrangement of courses is authorized for students electing this group:

<i>Freshman Year</i>		<i>Sophomore Year</i>	
	S.H.		S.H.
English	6	English	6
Foreign Language	6	Economics 1	6
Mathematics	6	Accounting (Econ. 7)	6
Economics A	6	Foreign Language	6
Bible	6	History	6
or History (6)		or Bible (6)	
or Science (8)		or Science (8)	
	<hr/> 30 or 32		<hr/> 30 or 32
<i>Junior Year</i>		<i>Senior Year</i>	
Science or History	8 or 6	Law 1	6
Economics 2	6	Economics 3	6
Economics 4, 5, and 6	12	Economics 4, 5, and 6	6
(elect two courses)		(course not elected junior	
Electives	6 or 8	year)	
	<hr/> 30 or 32	Electives	12 or 14
			<hr/> 30 or 32

GROUP III

RELIGION

This group is designed for students who enter college with the purpose of adopting the ministry or other religious or social welfare work as a vocation after graduation. The required work consists of twelve semester-hours of English, including

six of composition and six of literature; eight of biology; eight of chemistry or physics; six of history, six of economics or political science; twelve of foreign language, of which not more than six may be a course beginning the study of a language; six of mathematics; six of Bible; six of psychology; six of philosophy; and twenty-four of work in the Department of Religion other than Bible 1. There are twenty-six semester-hours of free electives.

The following arrangement of courses is authorized for students electing this group:

<i>Freshman Year</i>		<i>Sophomore Year</i>	
	S.H.		S.H.
English	6	English	6
Bible	6	Foreign Language	6
Foreign Language	6	Biology or History	8 or 6
Mathematics	6	*Economics and Political	
History or Biology	6 or 8	Science or Psychology ...	6
		Religion	6
	<hr/> 30 or 32		<hr/> 30 or 32
<i>Junior Year</i>		<i>Senior Year</i>	
Religion	6	Religion	12
Psychology or Philosophy	6	†Philosophy or Psychology	6
Chemistry or Physics or		Electives	12 or 14
Economics (6)	8		<hr/> 30 or 32
Electives	14 or 12		
	<hr/> 30 or 32		

GROUP IV

PRE-MEDICAL

This course is designed for students who expect to pursue the study of medicine after graduation from college. The required work consists of twelve semester-hours of English, including six of composition and six of literature; twelve of foreign language, provided the student pursues the study of French and German until he has completed the equivalent of French 2 and German 8; six of Bible; ten of physics; sixteen of chemistry, including eight of organic chemistry; eight of zoölogy, twenty-two additional of laboratory science; six of

* Student may substitute here chemistry or physics if he is not electing biology.

† Unless an elective in the junior year has completed the required work in the departments of philosophy and psychology.

psychology; six of history or economics; six of mathematics; and twenty-four of free electives.

Those students who at the end of their first year of college work are recommended for good and sufficient reasons by their teachers of science and the Dean of the College as being capable of doing acceptable work in a medical school without completing the college requirements for graduation will be allowed to arrange a special course of studies that will prepare them to meet the minimum requirements of first-class medical schools at the end of their sophomore year. The tabulation of courses below is made with this possibility in view.

The School of Medicine will not be opened until 1930 and applications and catalogues will not be issued until 1929. The entrance requirements have not been determined but it is thought that they will be intelligence and character and the completion of two years of college work, including two years each of chemistry and English and one year each of biology and physics. Plans are being formed which, it is believed, will enable a student to complete a medical course in three years of forty-four weeks each.

The following arrangement of courses is authorized for students electing this group. The student taking his A.B. degree in this group may postpone some of the work of the freshman and sophomore years until his last two years.

<i>Freshman Year</i>		<i>Sophomore Year</i>	
	S.H.		S.H.
English	6	English	6
Mathematics	6	Bible	6
French or German	6	Physics	10
Zoölogy	8	Chemistry 2 and 3 (or 5 if	
Chemistry 1	8	student is eligible)	8
—	—	French or German	6
	34		—
			36
<i>Junior Year</i>		<i>Senior Year</i>	
Psychology	6	Laboratory sciences	13
History 9 or Economics 1 or		Electives	13
Economics 2	6		—
Laboratory sciences	9		26
Electives	9		
—	—		
	30		

GROUP V

TEACHING

This group is designed for four classes of students: (1) those who expect to teach in colleges or universities, or who for similar reasons expect to do advanced work in a graduate school; (2) those who expect to teach in secondary schools; (3) those who expect to teach in elementary schools; and (4) those who expect to adopt as a vocation some form of public school administration. These four classes of students are for convenience designated as classes A, B, C, D, and for each class a course of study is suggested below. All four classes are required to take the same general work as students in Group I, as follows: twelve semester-hours of English; eighteen of foreign language (except as specifically modified in the descriptions of Classes B, C, and D); sixteen of biology, chemistry, or physics, including eight each in any two of the three sciences; six of Bible; six of mathematics; six of economics and government; and six of history.

Since transfer from Group I (General) to Group V (Teaching) is easy, students are advised not to enter Group V until satisfied that they expect to teach after graduation. A student who enters college expecting to teach would normally enroll in Group V his first year, but if uncertain as to his intentions he would enroll in Group I and remain there until he has decided to teach. It is especially difficult, however, for prospective high school teachers to transfer after their sophomore year.

CLASS A: COLLEGE TEACHING

Students in this class take the same freshman and sophomore work as students in Group I, except that they may take six semester-hours of education and psychology as sophomores. For foreign language work they need take only twelve semester-hours of French and German in college but must complete the equivalent of second-year college work in each. In addition to the sixty-four or seventy hours of work required, including the languages prescribed, each student must complete a major of at least twenty-four semester-hours of work in the subject the student expects to continue in graduate school, twelve semester-hours of work in subjects related to the major and

approved by the department in which the major is selected; twelve semester-hours in education and psychology, or either, as a second minor, not including any secondary- or elementary-school methods; and sufficient free electives to complete the one hundred and twenty-six semester-hours of work required for graduation.

CLASS B: SECONDARY-SCHOOL TEACHING

Students who expect to teach in high schools should register in this group as early after their freshman year as possible, the work of that year being the same as for Group I. They have the same general requirements as Group I, except that the eighteen semester-hours of foreign language, which must include two languages, may include as many as twelve semester-hours in courses beginning the study of a language. In addition to the seventy semester-hours of general required work, each student must take the following: twelve semester-hours of work in education, including three of educational psychology and three of secondary education; three semester-hours of general psychology; three semester-hours of directed observation and practice teaching; six semester-hours, three in each of two fields of high school teaching, in materials and methods; and subject-matter work in the two subjects he expects to teach sufficient to amount to the following minimum amounts in the different fields as follows, including any of the generally prescribed work of Group I; twenty-four semester-hours of English, for prospective teachers of English; twelve semester-hours of Latin, over and beyond the traditional four units of Latin accepted for college entrance, for prospective teachers of Latin; eighteen semester-hours of French, over and beyond the two units of French accepted for college entrance, for prospective teachers of French; eighteen semester-hours of history and six of political science and economics, for prospective teachers of history and the social sciences; thirty semester-hours of biology, chemistry, physics, and geography or geology, for prospective teachers of high school science; and fifteen semester-hours of mathematics, for prospective teachers of mathematics. A student may prepare to teach only one science, or any one subject in high school, by taking a major of twenty-four hours in that subject in addition to general required work

in Class B, the required work in education and psychology and the specific required work in directed observation and materials and methods in the chosen subject. Since, however, most inexperienced teachers have to serve an apprenticeship in small high schools, where they must teach classes in more than one subject, students are advised to meet the suggestions of the North Carolina State Department of Public Instruction and prepare to teach in two subjects, according to the course previously outlined in this paragraph.

Students who expect to teach are warned to read carefully the certification rules of the state in which the plan to work and to advise fully with the Dean's office before electing courses in subjects they are preparing to teach. They are advised also to be careful to take their professional courses in the order outlined by the University department of education, reserving for their senior year the materials and methods courses and the directed observation and practice course. General psychology should be taken in the sophomore or the junior year.

CLASS C: ELEMENTARY-SCHOOL TEACHING

Students in this class take the same freshman and sophomore work as students in Group I, except that they take one course in education each year, which may not, however, be substituted for English either year. General requirements are the same as in Class B. Six semester-hours of education each year, or a total of twenty-four semester-hours for the four years, take the place of the major described in Group I. By the permission of the Dean of the University, students in Class C may take as much as six semester-hours of additional elective work in education, exclusive of any work in general psychology. All students in the group are required to complete a minor of twelve semester-hours in some department other than education, and all must complete at least three semester-hours of general psychology. It is recommended, but not required, that students in this class complete at least six semester-hours in American history and government.

CLASS D: PUBLIC SCHOOL ADMINISTRATION

This class is planned for students who expect to become principals of high schools or superintendents of schools, or to engage in other forms of public school administration as a

vocation; for example, elementary supervision. All requirements are the same as for Class C, except that (1) methods courses may be taken in either the secondary or the elementary field, (2) the six semester-hours in American history and government are prescribed, and (3) the work in education must include six semester-hours of school administration and supervision.

GROUP VI

PRE-LEGAL

This group is designed for students who expect to study law. The required work in this group consists of twelve semester-hours of English, including six of composition and six of literature; eighteen of two different foreign languages, of which not more than six may be in a course beginning the study of a language, and this course must be followed by a second course in the same language; sixteen of biology, chemistry, or physics, including eight each in any two of the three sciences; six of mathematics; six of Bible; six of history; six of economics; six of psychology; eighteen additional semester-hours of history and twelve additional semester-hours of economics; and free electives to complete the one hundred twenty-six semester-hours required for graduation. With the consent of the Department of Engineering the student may substitute three semester-hours of drawing and three semester-hours of surveying for one of the required courses in natural science.

The following arrangement of courses is authorized for students electing this group:

<i>Freshman Year</i>		<i>Sophomore Year</i>	
	S.H.		S.H.
English	6	English	6
Mathematics	6	Foreign Language	6
Foreign Language	6	Economics 1	6
Bible	6	History 9	6
History 1	6	Restricted elective	6 or 8
*Restricted elective	6 or 8		
			<hr/> 30 or 32
	<hr/> 36 or 38		

* Within the restrictions of the general requirements of this group, the student may here choose: a foreign language course; or, biology, or chemistry, or physics; or, drawing and surveying.

If the student prefers, he may postpone this restricted elective until the sophomore year.

<i>Junior Year</i>		<i>Senior Year</i>	
Psychology	6	Economics 2	6
Economics 4	6	History 4	6
†Restricted elective	6 or 8	Electives	18 or 20
Other electives	14 or 12		
	<hr/>		<hr/>
	30 or 32		30 or 32

† In case the student has already satisfied the general requirements of the group with regard to sciences and foreign languages, he may here substitute an elective.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL OR ELECTRICAL ENGINEERING

The requirements for the degree of bachelor of science are designed for students who enter College with the purpose of preparing for civil or electrical engineering as a profession and lead to the degree of bachelor of science in civil engineering (B.S. in C.E.), or bachelor of science in electrical engineering (B.S. in E.E.).

Either of these degrees requires one hundred and thirty-eight semester-hours of work. Six semester-hours of electives must be taken in economics or political science. If a foreign language is elected it must be taken two years unless a student has sufficient entrance credits to enable him to pursue a more advanced course.

GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL OR ELECTRICAL ENGINEERING

GROUP I

CIVIL ENGINEERING

Freshman Year

FIRST SEMESTER	S. H.	SECOND SEMESTER	S. H.
Chemistry 1	4	Chemistry 1	4
English	3	English	3
Mathematics 1a, 2a	5	Mathematics 2a, 2b	5
Bible 1	3	Bible 1	3
Drawing CE1	2	Drawing CE2	2
Physical Education	R	Physical Education	R
	<hr style="width: 50%; margin: 0 auto;"/> 17		<hr style="width: 50%; margin: 0 auto;"/> 17

Three weeks of Surveying CE10 in summer. Credit, 3 semester-hours.

Sophomore Year

English	3	English	3
Mathematics 3a	4	Mathematics 3b	4
Physics for Engineers	5	Physics for Engineers	5
Surveying CE11	2	Mechanics CE6	4
Descriptive Geometry CE3.....	2		
Physical Education	R	Physical Education	R
	<hr style="width: 50%; margin: 0 auto;"/> 16		<hr style="width: 50%; margin: 0 auto;"/> 16

Junior Year

Electrical Eng. EE1a	3	Hydrology CE22	3
Hydraulics CE7	4	Strength of Materials CE8.....	3
Materials CE9	2	Curves and Earthwork CE12....	3
Highways CE15	2	Surveying CE14	3
Electives	6	Electives	6
<hr/>		<hr/>	
17		18	

Senior Year

Water Supply CE23	2	Sewerage CE24	2
Structures CE31	3	Structures CE32	4
Reinforced Concrete CE33.....	3	Masonry CE34.....	3
Railroad Engineering CE17.....	3	Highways CE16	2
Electives	6	Electives	6
<hr/>		<hr/>	
17		17	

GROUP II

ELECTRICAL ENGINEERING

Freshman Year

FIRST SEMESTER		SECOND SEMESTER	
	S. H.		S. H.
Chemistry 1	4	Chemistry 1	4
English	3	English	3
Mathematics 1a, 2a	5	Mathematics 2a, 2b	5
Bible 1	3	Bible 1	3
Drawing CE1,	2	Drawing CE2	2
Physical Education	R	Physical Education	R
<hr/>		<hr/>	
17		17	

Three week of Surveying CE10 in summer. Credit, 3 semester-hours.

Sophomore Year

English	3	English	3
Mathematics 3a	4	Mathematics 3b	4
Physics for Engineers	5	Physics for Engineers	5
Mechanism ME1	2	Mechanics CE6	4
Descriptive Geometry CE3.....	2		
Physical Education	R	Physical Education	R
<hr/>		<hr/>	
16		16	

Junior Year

Princ. of Elec. Eng. EE1.....	4	Princ. of Elec. Eng. EE1.....	4
Hydraulics CE7	4	Strength of Materials CE8.....	3
Differ. Equations	3	Elec. Measurements	3
Thermodynamics ME2	3	Thermodynamics ME2	3
Electives	3	Electives	3
	<hr/>		<hr/>
	17		16

Senior Year

Direct Currents EE2	3	Electrical Machinery EE4	6
Alternating Currents EE3	3	Electric Power Stations EE8..	3
Elec. Transmission EE5b.....	3	High Freq. Currents EE7.....	3
High Freq. Currents EE7.....	3		
Electives	6	Electives	6
	<hr/>		<hr/>
	18		18

COURSES OF INSTRUCTION

Note: Unless otherwise specified, courses here listed are given in both semesters, and courses having numbers with exponents a or b are first and second semester courses respectively.

Courses for which the time of meeting is not stated will be given at hours to be arranged with the members of the department concerned.

The amount of credit for each course is given in semester-hours following the statement of hours of meeting.

DEPARTMENT OF BIOLOGY

PROFESSORS CUNNINGHAM, BLOMQUIST, PEARSE, WOLF, AND HALL, DR. AVERY, DR. HOPKINS, MR. BELL, MR. HEFLEY, MR. JENKINS, MR. ROOT, MR. FENNEL, MR. EVERETT, MR. EHRLICH, MISS CHEATHAM

BOTANY

FOR UNDERGRADUATES

1. Introductory Botany.—A general course dealing with plants. Laboratory and conferences. *First semester.* Recitation sections: *W.F.* at 8:30, 9:30, 11; *Th.S.* at 8:30, 9:30. Laboratory: *M.W.* 8:30-10:20, 11-12:50, 2-3:50; *T.Th.* 2-3:50. 4 s.h. STAFF

2. Introductory Botany.—A general course which may be taken as a continuation of Botany 1. *Second semester.* Recitation sections: *W.F.* at 8:30, 9:30, 11; *Th.S.* at 8:30, 9:30. Laboratory: *M.W.* 8:30-10:20, 11-12:50, 2-3:50; *T.Th.* 2-3:50. 4 s.h. STAFF

19. General Bacteriology.—Laboratory and lectures. *First semester.* Lecture: *M.* at 11. Laboratory: *T.Th.F.* 2-3:50. 4 s.h.

PROFESSOR BLOMQUIST

3. Structure and Classification of Algae, Liverworts, and Mosses.—Laboratory and lectures. *First semester.* 3 s.h. PROFESSOR BLOMQUIST
Prerequisite, Botany 1.
(Not offered in 1929-1930)

4. Plant Physiology.—Laboratory and lectures. *First semester.* Lecture: to be arranged. Laboratory: *M.W.F.* 2-3:50. 4 s.h. DR. AVERY
Prerequisite, Botany 1.

5. Local Flora.—Practice in the identification and classification of plants of this section. *Second semester.* Lecture: to be arranged. Laboratory: *T.Th.* 2-3:50. 3 s.h. PROFESSOR BLOMQUIST
Prerequisite, Botany 1.

6. Structure and Classification of Ferns, Gymnosperms, and Angiosperms.
—*Second semester.* Laboratory and lectures. **3 s.h.** DR. AVERY

Prerequisite, Botany 1.

(Not offered in 1929-1930)

7. Mycology.—Structure and classification of fungi. *First semester.*
Lecture: *W.* at 12. Laboratory: *T.Th.* 2-4. **3 s.h.**

PROFESSOR WOLF

Prerequisite, Botany 1.

8. Diseases of Plants.—Special reference to crop plants. *Second semester.* Lecture: *W.* at 12. Laboratory: *T.Th.* 2-4. **3 s.h.**

PROFESSOR WOLF

Prerequisites, Botany 1 and 5.

11. Structure of Economic Plants.—*First semester.* **3 s.h.**

DR. AVERY

Prerequisite, Botany 1.

[Not offered in 1929-30]

FOR SENIORS AND GRADUATES

12. Cytology.—A study of the cell, with emphasis on the relation of cell structure and behavior in growth and inheritance. *Second semester.*
Lecture: *F.* at 9:30. Laboratory: *M.W.F.* 2-3:50. **4 s.h.**

DR. AVERY

Prerequisites, Botany 1 or Zoölogy 1 and one other course of intermediate grade.

13. Plant Genetics.—A study of the principles of inheritance and variation in plants. *Second semester.* Lectures: *M.W.F.* at 11. **3 s.h.**

PROFESSOR BLOMQUIST

Prerequisites, Botany 1 and Botany 2.

15. Special Problem.—Hours and credits to be arranged.

BOTANICAL STAFF

ZOOLOGY

7. Heredity and Eugenics.—A non-technical presentation of the biological principles involved in heredity. This course does not give science credit. Open to Juniors and Seniors. *First semester, M.W.F.* at 9:30. **3 s.h.**

PROFESSOR CUNNINGHAM

1. General Zoölogy.—An elementary course giving a survey of the animal kingdom, with particular reference to invertebrates. Either course 2 or 3 may be taken after this course to complete a year of Zoölogy. *First semester.* Lecture: *T.* at 8:30. Quiz: *Th.* or *F.* at 8:30. Laboratory: *M.W.* 8:30-10:20, *11-1, 2-4; T.Th.* 2-4. **4 s.h.**

PROFESSORS PEARSE, HALL AND DR. HOPKINS

2. Elementary Comparative Anatomy.—This course is a continuation of Course 1, and is recommended for pre-medical students. The laboratory work consists of the dissection and comparison of a number of types of vertebrates. *Second semester.* Lecture: *T.* at 8:30. Quiz: *Th. or S.* at 8:30. Laboratory: *M.W.* 8:30-10:20; *M.W.* 2-4. 4 s.h.

PROFESSOR CUNNINGHAM

3. Principles of General Zoölogy.—General principles of vertebrate animal structures, functions, environmental relations, development of the individual and of the race; man's place in nature. *Second semester.* Lecture: *T.* at 8:30. Quiz: *Th. or F.* at 8:30. Laboratory: *M.W.* 8:30-10:20, 11-1, 2-4; *T.Th.* 2-4. 4 s.h.

PROFESSOR HALL

4. Comparative Histology.—The evolution of tissues. *First semester in odd years.* *T.Th.S.* 8:30-10:20. 4 s.h.

DR. HOPKINS

5. Comparative Physiology.—The primary functions of animals of all groups and a more detailed study of the physiological processes in mammals. *Second semester.* *T.* 11-1 and 2-4; *Th.S.* at 11. 4 s.h.

Prerequisite, one year of Zoölogy.

PROFESSOR HALL

6. Animal Parasites.—A consideration of animal parasites with particular emphasis upon those infesting man. Of particular interest to students preparing for medicine or public health work. *First semester.* *T.Th.S.* 11-1. 4 s.h.

PROFESSOR PEARSE

Prerequisite, Elementary Zoölogy.

8. Animal Micrology.—The technique of preparing normal sections of the various types of tissue. *First semester,* *T.Th.S.* 8:30-10:20. 4 s.h.

PROFESSOR CUNNINGHAM

9. General Embryology.—The fundamental principles of embryology, especially in the frog and the chick, with some work on the mammal. *First semester,* *M.W.F.* 11-1. 4 s.h.

PROFESSOR CUNNINGHAM

12. Entomology.—The taxonomy, morphology, and physiology of insects, their theoretic and economic aspects. For students who have had at least one year of Zoölogy. *First semester in even years.* *T.Th.S.* 8:30-10:20. 4 s.h.

DR. HOPKINS

13. Protozoölogy.—A study of the taxonomy, morphology and physiology of unicellular organisms. For students who have had at least one year of Zoölogy. *Second semester,* *T.Th.S.* 8:30-10:20. 4 s.h.

DR. HOPKINS

COURSES PRIMARILY FOR GRADUATES, BUT OPEN TO SENIORS
WITH ADEQUATE TRAINING

10. Ecology.—Natural history of animals—relations to environment. Assigned readings, lectures, reports, conferences. For students who have had at least one year of Zoölogy. *First semester in odd years.* *M.W.* at 4. 2 s.h.

PROFESSOR PEARSE

[Not offered in 1929-30]

11. Animal Behavior.—The development of mind in animals. Assigned readings, lectures, reports, conferences. *First semester in even years. M.W. at 4. 2 s.h.* PROFESSOR PEARSE

14. Advanced Protozoölogy.—Lectures and conferences, on the recent developments in the field of Protozoölogy. In the laboratory an individual problem will be undertaken by each student. The prerequisites for the course are (1) a definite and feasible problem, and (2) the proper training for carrying out this problem. *Second semester. 4 s.h.* DR. HOPKINS

19. Research.—Students who have had proper training may carry on research under the direction of members of the faculty. STAFF

21. Advanced Parasitology.—Lectures, conferences, and readings dealing with practical and theoretical matters relating to animal parasites. Laboratory work on special problems may be taken in connection with this course by registering for Course 19. *Second semester in odd years. M.W. at 4. 2 s.h.* PROFESSOR PEARSE

22. Advanced Ecology.—Readings, conferences, and reports; directed work in field or laboratory. *Second semester in even years. M.W. at 4. 2 or more s.h.* PROFESSOR PEARSE

[Not offered in 1929-30]

26. Experimental Embryology.—Lectures, assigned readings, and reports. In the laboratory a study is made of the effects of environment on various forms of animals, including the frog, chick, and mammal. Students electing laboratory work in connection with this course should register for Zoölogy 19. *Second semester, M.W. at 8:30. 2 s.h.*

PROFESSOR CUNNINGHAM

DEPARTMENT OF CHEMISTRY

PROFESSORS GROSS AND WILSON, ASSOCIATE PROFESSOR BUCK, ASSISTANT PROFESSOR VOSBURGH, MR. SAYLOR, MISS DAVIS, AND MESSRS. ALLEN, WRENN, KUMRO, HODGES, AND LACKEY

The courses in the department are planned with the following objects in view: (1) to give students taking chemistry as a required science a thorough knowledge of the elementary principles of the science by studying in the laboratory the more important elements and compounds which have industrial and domestic uses and by surveying briefly the chemical and economic significance of the more important industrial processes; (2) to make provision for the necessary chemical training of scientific and professional students by offering thorough, intensive work in analytical, organic, and physical chemistry; (3) to provide for those students specializing in chemistry as prospective chemists, teachers, or chemical engineers comprehensive training in higher courses, together with the opportunity to engage in investigations both of an industrial and of a pure-science nature and (for teachers) to do practice teaching.

A major in chemistry in Group I consists of twenty-four semester-hours distributed as follows: courses 2, 3, 5 and 6, totaling twenty semester-hours, and four semester-hours chosen from the following courses: 31, 41, 42, 51, 11, 15.

1. General Inorganic Chemistry.—Lectures, recitations, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. It is desirable, though not required, that students taking this course shall have taken elementary physics either in high school or in college. Lecture for all sections: *Th. at 9:30*. Recitation: Sections 1, 3, and 4, *T.S. at 9:30*, sections 2 and 6, *Th.S. at 8:30*; section 5, *W.F. at 8:30*. Laboratory: section 1, *M. 2-5*; section 2, *T. 8:30-10:20, S. 9:30-10:30*; section 3, *T. 2-5*; section 4, *W. 2-5*; section 5, *Th. 2-5. 8 s.h.*

PROFESSOR WILSON WITH PROFESSOR GROSS, ASSOCIATE PROFESSOR BUCK, ASSISTANT PROFESSOR VOSBURGH, MR. SAYLOR, AND MESSRS. WRENN, HODGES, AND LACKEY

4. Household Chemistry.—A course dealing with materials used chiefly in the home. It is open to students who have passed Chemistry 1 or who have had elementary chemistry accepted for entrance credit. Two recitations and three laboratory hours. *First semester. 3 s.h.*

PROFESSOR WILSON

2. Qualitative Analysis.—A development of the fundamentals of the ionic theory as applied to analytical reactions with special consideration of the application of the laws of chemical equilibrium and of the modern theories of solution. *First semester*, Recitation: *T.Th. at 11*. Laboratory: section 1, *M.W. 2-5*; section 2, *T.Th. 2-5. 4 s.h.*

ASSISTANT PROFESSOR VOSBURGH, MISS DAVIS, AND MR. KUMRO

3. Quantitative Analysis.—The classroom work includes the general theory of quantitative separations, the calculation of results, and the solution of problems. The laboratory work aims to develop technique and to familiarize the student with representative quantitative methods. *Second semester*. Recitation: *T.Th. at 11*. Laboratory: section 1, *M.W. 2-5*; section 2, *T.Th. 2-5. 4 s.h.*

ASSISTANT PROFESSOR VOSBURGH, MISS DAVIS, AND MR. KUMRO

5^a. Organic Chemistry.—An introduction to the study of the compounds of carbon. Courses 2 and 3 are prerequisite for 5^a except in special cases. Recitation: *M.W.F. at 8:30*. Laboratory: *M. 2-5. 4 s.h.*

ASSOCIATE PROFESSOR BUCK AND MR. ALLEN

5^b. Organic Chemistry.—A more detailed study is made of subjects such as stereoisomerism, substitution in the benzene ring, diazo reactions, etc. Course 5^a is prerequisite. Recitation: *M.F. at 8:30*. Laboratory: *M.W. 2-5. 4 s.h.*

ASSOCIATE PROFESSOR BUCK AND MR. ALLEN

Students who obtain permission from the department may take Course 5^a without taking 5^b.

6. Physical and Electro Chemistry.—Fundamentals of general theoretical chemistry illustrated by selected laboratory experiments. Recitation: *T.Th. at 8:30.* Laboratory: *W. 2-5.* **6 s.h.** PROFESSOR GROSS

15. Advanced Inorganic Chemistry.—Modern valence theories as applied to inorganic compounds, particularly of the less common types such as the metal ammines, illustrated by suitable laboratory preparations. Recitation: *M.W. at 12.* Laboratory: *F. 2-5.* **6 s.h.** PROFESSOR GROSS

Only two of the following courses will be offered in 1929-30: 62, 31^a, and 31^b.

31^a. Advanced Quantitative Methods.—Classroom discussion and laboratory determinations involving the more difficult quantitative methods. One recitation and six laboratory hours. **3 s.h.**

ASSISTANT PROFESSOR VOSBURGH

31^b. Instrumental Analysis.—A practical and theoretical study of the use of various measuring instruments in chemical analysis. One recitation and six laboratory hours. **3 s.h.**

ASSISTANT PROFESSOR VOSBURGH

62. Colloid Chemistry.—The lectures will consist of a general survey of the entire field followed by a more detailed discussion of the colloid particle. Two lectures and three hours of laboratory. **3 s.h.**

ASSISTANT PROFESSOR VOSBURGH

41. Food and Nutrition.—This course naturally follows course 4 and may be taken by persons passing that course or those who have taken or are taking Course 5. Two recitations and three laboratory hours. *Second semester.* **3 s.h.**

PROFESSOR WILSON

42. Physiological Chemistry.—A study of the chemistry of human physiology. Clinical aspects of the subject are treated with reference to the need of prospective medical students. Courses 3 and 5 are prerequisites. Course 6 is desirable though not required. *First semester.* Recitation: *M.W. at 8:30.* Laboratory: *T.F. 2-5.* **4 s.h.** PROFESSOR WILSON

43. Metabolism.—Open to students who have completed course 42 or its equivalent, and who have a reading knowledge of German. Lectures and collateral reading deal with the probable fate of foodstuffs in the body, the nitrogen balance, energy requirement, nutritive ratios, vital factors, and ductless glands. The laboratory work consists mainly of blood analysis under both normal and pathological conditions. The laboratory work may be taken by students who have passed course 42, without the lectures. In this case only two semester hours credit will be given. *Second semester.* Recitation: *M.W. at 8:30.* Laboratory: *T.F. 2-5.* **4 s.h.**

PROFESSOR WILSON

50. Intermediate Course in Organic Chemistry.—Intended for students who have had elementary organic chemistry but whose preparation is insufficient for Chemistry 51 or research, and to meet the minor requirements of graduate students in other departments. Three recitations. **3 s.h.**

ASSOCIATE PROFESSOR BUCK

51. Advanced Organic Chemistry.—A continuation of course 5^b consisting of more difficult preparations and qualitative analysis. Course 5^b and a reading knowledge of German are prerequisite. Recitation: *T.Th. at 11.* Laboratory: *T.Th. 2-5.* **8 s.h.** ASSOCIATE PROFESSOR BUCK

52. Organic Quantitative Analysis.—A course primarily for those undertaking organic research. Nine laboratory hours. **3 s.h.** ASSOCIATE PROFESSOR BUCK

53. Synthetic Methods of Organic Chemistry.—A consideration of selected groups such as the terpenes and alkaloids with special emphasis on the synthetic methods involved. Chemistry 51 or equivalent prerequisite. *M.W.F. at 9:30.* **3 s.h.** ASSOCIATE PROFESSOR BUCK

10. Teaching of Chemistry.—Members of this course spend from 3 to 6 hours a week in laboratory instruction, each having supervision of about 24 students. The members of the course also meet one hour a week for lecture, conference, or recitation. In addition to the above hours, they prepare the regular work of the course in which they are supervising, correct laboratory notebooks, and do the reference reading and study necessary for the conference hour. **2 or 3 s.h.** PROFESSOR WILSON

(The amount of credit depends on whether 3 or 6 hours are spent in the laboratory in addition to the conference hour.)

9. Introduction to Research.—Lectures on the use of chemical literature, research methods, recording and publication of results, preparation of theses and other topics. One lecture. **1 s.h.**

PROFESSORS GROSS AND WILSON, ASSOCIATE PROFESSOR BUCK, AND ASSISTANT PROFESSOR VOSBURGH

11. Research.—The aim of this course is to give instruction in methods used in the investigation of original problems. Nine hours a week, laboratory, and conferences. **3 or 6 s.h.**

PROFESSORS GROSS AND WILSON, ASSOCIATE PROFESSOR BUCK, AND ASSISTANT PROFESSOR VOSBURGH

This course is offered in both semesters; students may elect the first semester without taking the second. The amount of credit will depend on whether the course is pursued for one or two semesters. It is open to Seniors who have had courses 3, 5^b and 6.

12. Seminar.—Open to seniors qualifying for honors in the department and required of all graduate students in chemistry. *F. at 12.* **2 s.h.**

PROFESSORS GROSS AND WILSON, ASSOCIATE PROFESSOR BUCK, AND ASSISTANT PROFESSOR VOSBURGH

DEPARTMENT OF ECONOMICS AND POLITICAL SCIENCE

PROFESSORS GLASSON, COTTON, HOOVER, ASSOCIATE PROFESSOR WILSON,
 ASSISTANT PROFESSORS LONDON, HAMILTON, RANKIN, TOWE, AND
 MESSRS. SHIELDS, HARVILL, RATCHFORD, RUDDICK, KIRK-
 PATRICK, SIMPSON, AND SMITH

This department offers instruction in general economics, business administration, and political science. The general course in economics affords a survey of the whole field of economic thought and lays the foundation for specialized study in various branches of the subject. Advanced courses are offered in theoretical and applied economics.

A special group of studies is provided for candidates for the bachelor of arts degree who are definitely looking forward to a business career at the conclusion of their college course. This group is described as Group II under the topic, "Groups of Studies" in this catalogue. While Group II is mainly composed of liberal rather than technical studies, it gives opportunity in the junior and senior years for specialized study in such subjects as money and banking, public and corporation finance, investments, railroad and water transportation, marketing, insurance, industrial management, accounting, and business statistics.

In political science, the department offers courses which deal with the nature, origin, and functions of the state and which give detailed consideration to the political institutions of the United States, England, and other countries. Courses are also offered in political theory, international government and relations, state government, and city and county government.

ECONOMICS AND BUSINESS ADMINISTRATION

PRIMARILY FOR FRESHMEN

A. Description of Modern Industry; Economic Geography.—This course aims to furnish beginners with a background of information preparatory to the study of general economics. It is required of Freshmen in the Business Administration Group and is open to Freshmen in some of the other groups. *M.W.F. at 2, T.Th.S. at 8:30, 9:30, 2. 6 s.h.*

ASSISTANT PROFESSOR LONDON

FOR SOPHOMORES AND JUNIORS

1. Principles of Economics.—This course must be taken by all students planning to elect further courses in economics. *M.W.F. at 8:30, 9:30, 11, 12; T.Th.S. at 8:30, 11, 12. 6 s.h.*

PROFESSOR HOOVER, ASSISTANT PROFESSORS LONDON AND
 HAMILTON, MESSRS. HARVILL AND RATCHFORD

FOR SENIORS AND GRADUATES

3*. Money and Banking.—After a preliminary study of monetary history and theory, together with an account of the development of credit instruments, there follows a more extended presentation of the theory and practice of banking. *M.W.F. at 11. 3 s.h.*

PROFESSOR GLASSON AND MR. RATCHFORD

Students who elect this course must have made a creditable record in course 1.

3^b. Public Finance.—This course deals with public expenditures, public revenues, public debts, and financial administration. *M.W.F. at 11. 3 s.h.*

PROFESSOR GLASSON AND MR. RATCHFORD

Students who elect this course must have made a creditable record in course 1.

FOR JUNIORS AND SENIORS

4^a. Corporation Finance.—A study of the growth of corporations, their organization and securities; methods of financing; problems connected with the management of capital and the distribution of earnings; the promotion and financing of corporate consolidations; corporate insolvency and reorganization. *M.W.F. at 9:30, T.Th.S. at 8:30, 11. 3 s.h.*

Prerequisite, course 1.

MR. RATCHFORD

4^b. Investment and Speculation.—The accumulation of capital. The different types of investment securities. Investment banking. The stock exchange and its functions. Taxation of investments. Analysis of investments. *M.W.F. at 9:30, T.Th.S. at 8:30, 11. 3 s.h.*

Prerequisite, course 1.

MR. RATCHFORD

5^a. Industrial Management and Business Forecasting.—The general idea of costs and the different classes of costs. The business cycle and forecasting business conditions; the control of an industry in the business cycle. The Harvard Index of General Business Conditions and the Babson and Brookmire economic and statistical services are used and reported on by the students. **3 s.h.**

PROFESSOR COTTON

[Not offered in 1929-30]

5^b. Insurance.—Introduction to actuarial science. A general course dealing with life, fire, health, and accident, employer's liability, workmen's compensation, credit, and automobile insurance, and also with bonding companies. Insurance accounting. This course is designed to give a knowledge of the chief principles and practices of insurance. A standard textbook is used. **3 s.h.**

PROFESSOR COTTON

[Not offered in 1929-30]

FOR SENIORS AND GRADUATES

54^a. Trade Unionism and Labor Problems.—Economic and industrial conditions that have given rise to unionism. A brief history of unionism in England and the United States. The structure, methods, and policies of modern unions. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR COTTON

[By special permission, Seniors may substitute 54^a for 6^a]

54^b. Industrial Relations.—This course deals with the fundamental principles underlying industrial relations. Policies and plans of the management concerning employees are discussed. The class will study the organization of the labor department of various industries. Course 5^a is a prerequisite for this course. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR COTTON

[By special permission, Seniors may substitute 54^b for 6^b]

FOR JUNIORS AND SENIORS

6^a. Railway, Ocean, and Inland Waterway Transportation.—History of the development of railways in the United States. Railway organization and finance; traffic management; Transportation Act of 1920; state regulation of railroads; the present status of the railroad problem. Inland water transportation. Ocean transportation. Collateral reading and the preparation of term papers are required. *M.W.F. at 8:30, T.Th.S. at 8:30, 9:30. 3 s.h.*
MR. HARVILL

6^b. Marketing Problems.—This course is designed to study the marketing of staple crops such as cotton and wheat. It also deals with the cooperative marketing of a variety of commodities. Particular attention is given to the marketing of the cotton crop. A study is made of the methods of trading and functions of the New York, New Orleans, and Liverpool Cotton Exchanges. Collateral reading and the preparation of term papers are required. *M.W.F. at 8:30, T.Th.S. at 8:30, 9:30. 3 s.h.*
MR. HARVILL

FOR SENIORS AND GRADUATES

65^a. International Trade.—An analysis of the theoretical principles underlying international trade together with an historical study of the foreign trade and tariff policies of the United States, France, Germany, and England down to 1914. *M.W.F. at 9:30. 3 s.h.*

[Not offered in 1929-30]

ASSISTANT PROFESSOR HAMILTON

65^b. Foreign Trade and Recent Commercial Policy.—A study of the influence on foreign trade of post-war protectionism, war debts, international capital movements, and inconvertible paper money. Practical problems in buying and selling abroad. Special attention given to Latin America. *M.W.F. at 9:30. 3 s.h.*

[Not offered in 1929-30]

ASSISTANT PROFESSOR HAMILTON

14^a. Economic Systems.—A study of alternative economic systems. In addition to an analysis of communism, anarchism and the variants of socialism, the course will include a consideration of other proposed modifications of the existing economic order. *M.W.F. at 2:30. 3 s.h.*

PROFESSOR HOOVER

14^b. Economic Functions of the State.—A consideration of the primary and secondary economic functions of government and of the legislation which provides for the performance of these functions, such as social legislation and the regulation of commerce and industry. *M.W.F. at 2:30. 3 s.h.*
PROFESSOR HOOVER

FOR GRADUATES AND SENIORS BY SPECIAL PERMISSION

10. History of Political Economy.—This course traces the development of economic theory, giving special attention to the various schools of economic thought in England, France, Germany, and the United States. A large amount of collateral reading in the works of typical authors is required. Lectures and class-discussions. *M.W.F. at 12. 6 s.h.*

ASSISTANT PROFESSOR HAMILTON

12. Value and Distribution.—This course is designed to introduce students to some of the more complex aspects of economic theory. Controversial phases of theory are surveyed through the medium of the works of the foremost modern economists. The course will also serve as a general review of economic theory for graduate students. *T.Th. at 2. 4 s.h.* PROFESSOR HOOVER

41. Research in Corporation Organization and Finance.—Open to graduate students and, by special permission, to Seniors who have completed creditably Economics 4^a and 4^b. *Second semester, T. 3:30-5:30. 2 s.h.* PROFESSOR GLASSON

ACCOUNTANCY AND BUSINESS LAW

FOR SOPHOMORES

7. First-Year Accounting.—Elementary principles of single proprietorship, partnership and corporation accounting. Supervised laboratory periods will be assigned. *M.W.F. at 9:30, 12; T.Th.S. at 12. 6 s.h.* MESSRS. SHIELDS AND KIRKPATRICK

FOR JUNIORS AND SENIORS

72. Second-Year Accounting.—Advanced theory applied to the accounting process. Open to students who have completed Accounting 7. *T.Th.S. at 9:30. 6 s.h.* MR. SHIELDS

[Students specializing in Accounting may substitute this course for courses 5^a and 5^b]

FOR SENIORS

73^a. Auditing.—Theory and practice of balance sheet and detailed audits and special investigations. Students admitted to the course by permission of the instructor. *T.Th.S. at 12. 3 s.h.* MR. SHIELDS

73^b. C. P. A. Problems.—Practical accounting problems, auditing analysis and theory of accounts in preparation for the Certified Public Accountant examination. Students admitted to the course by permission of the instructor. *T.Th.S. at 12. 3 s.h.* MR. SHIELDS

FOR SENIORS AND GRADUATES

75. Advanced Industrial Accounting and Management.—This course traces the ways and means of executive control through statistics and industrial accountancy. Emphasis is put upon the economics of overhead costs. A complete practice set of cost accounting is worked by each student during the course. *T.Th.S. at 11. 6 s.h.* PROFESSOR COTTON
Courses 5^a and 7 are prerequisites for this course.

FOR SENIORS

78. Business Law.—The fundamental principles of law as applied to common business transactions. The topics presented are: contracts, agency, bailments, sales, negotiable instruments, partnership, corporations, and bankruptcy. Textbook: Bays, *Business Law*. Casebook: Bays, *Cases on Commercial Law*. Required of Seniors in the Business Administration group. *M.W.F. at 2. 6 s.h.*

ASSISTANT PROFESSOR TOWE

POLITICAL SCIENCE

FOR JUNIORS

2. American Government and Politics.—A brief preliminary study of political organization in general is followed by a more detailed study of the American political system. The subject matter includes the several departments of the national government, the structure and functions of state governments in the United States, and the political organization of smaller areas in America. *M.W.F. at 8:30, 9:30, 12; T.Th.S. at 9:30, 12. 6 s.h.*

ASSOCIATE PROFESSOR WILSON, ASSISTANT
PROFESSOR RANKIN, AND MR. SIMPSON

Course 2, which may be taken whether or not course 1 has been taken, is ordinarily prerequisite for any other course in political science; students who have not had this course or its equivalent, may be admitted to other courses in political science by approval of the individual instructors concerned.

FOR SENIORS AND GRADUATES

28^a. American Political Institutions.—A study of the formation and development of the institutions of the national government in the United States. Federal organs of government are treated historically and analytically. *T.Th.S. at 8:30. 3 s.h.*

ASSISTANT PROFESSOR RANKIN

25^a. American Political Parties and Practical Politics.—A study of the historical development, organization, and methods of political parties in the United States. Special attention is given to current American politics. *T.Th.S. at 8:30. 3 s.h.*

ASSISTANT PROFESSOR RANKIN

[Not offered in 1929-30]

25^b. Parliamentary Government.—This course, being a comparative study of popular government in modern states, deals particularly with the political systems of the British Empire, France, Germany, and Switzerland. *T.Th.S. at 8:30. 3 s.h.*

ASSISTANT PROFESSOR RANKIN

8^a. American Constitutional Law and Theory.—Attention is given to leading constitutional principles of American government, as developed through judicial interpretation. Emphasis is placed upon problems of current importance. Lectures, reading of cases, assigned legal problems. **3 s.h.**

ASSOCIATE PROFESSOR WILSON

[Not offered in 1929-30]

8^b. Railroad Regulation in the United States.—A brief consideration of the general problem of governmental regulation of railroads is followed by a more intensive study of the powers and activities or regulatory bodies, state and federal. The latter part of the course deals with an analysis of the Transportation Act of 1920 and its administration up to the present time. **3 s.h.**

ASSOCIATE PROFESSOR WILSON

[Not offered in 1929-30]

9^a. State Government in the United States.—The subject-matter covers the historical development of government in the states of the Union, the present political organization, and relations between state and federal governments. *M.W.F. at 12. 3 s.h.*

ASSISTANT PROFESSOR RANKIN

9^b. City and County Government.—A study of the general problems of city government in the United States and in Europe. The latter part of the course is devoted to a study of county government in the United States, with particular reference to North Carolina. *M.W.F. at 12. 3 s.h.*

ASSISTANT PROFESSOR RANKIN

26^a. Political Thought to the Seventeenth Century.—In the course of a survey of political thought from the time of Plato and Aristotle to the seventeenth century, special emphasis is placed upon the development of important concepts in political theory. *T.Th.S. at 12. 3 s.h.*

ASSOCIATE PROFESSOR WILSON

26^b. Modern Political Theory.—The political theories of Hobbes, Locke, Rousseau, Montesquieu, Harrington, Burke, and John Stuart Mill are studied with particular reference to their influence upon American political thought. The latter part of the course deals with socialism and the modern idea of the state. *T.Th.S. at 12. 3 s.h.*

ASSOCIATE PROFESSOR WILSON

27. International Law and International Organization.—Elements of international law and the application of principles through recent judicial interpretation and in international negotiations. Particular attention is given to the manner in which the law has been interpreted and applied by the United States. The League of Nations and the Permanent Court of International Justice are studied in some detail. *T.Th.S. at 9:30. 6 s.h.*

ASSOCIATE PROFESSOR WILSON

DEPARTMENT OF EDUCATION

PROFESSORS HOLTON, PROCTOR, AND CHILDS, ASSOCIATE PROFESSOR CARR,
ASSISTANT PROFESSOR DIMMITT, AND MRS. SMITH, MR. COOKE,
MR. BRADY, MISS GRAY, AND MISS SOUTHERLAND

The purposes of the Department of Education are (1) to develop greater appreciation of the value of the school as an institution; (2) to impart a knowledge of educational principles and methods of teaching; (3) to acquaint the student with the status of elementary and secondary education of the present day and to equip him for service in these fields as superintendent, supervisor, principal, or teacher; (4) to make a careful study of educational conditions and needs in North Carolina and in the South.

Courses in the department are designed for three groups of students: (1) students with teaching experience or others who have definitely chosen teaching as their life work; (2) Juniors and Seniors who desire to study the school as an outstanding social institution; and (3) teachers

working in Durham or other cities and counties whose work is sufficiently accessible to the University to permit them to enroll in Saturday and afternoon classes.

Students who do not expect to teach but merely desire an understanding of the school as part of a liberal education are advised to elect such courses as 4 and 5 for their introductory work in the department and then to elect further work in accordance with their special interests. Students who expect to engage in the various phases of teaching should plan their courses in accordance with the general regulations for Group V as outlined in this catalogue, p. 45.

FOR FRESHMEN

A. Orientation Course in Study and Study Habits.—A course for freshmen whose high school and other records indicate the need of help in working out a satisfactory method of study. The factors of study, the use of text-books, note-taking from lectures and parallel readings, and applications of the factors of study to the daily problems of the student are among the matters considered. *First semester, M.W.F. at 9:30. Either semester, M.W.F. at 2, T.Th.S. at 9:30. 3 s.h.*

PROFESSORS HOLTON AND PROCTOR, ASSISTANT PROFESSOR
DIMMITT, AND MR. BRADY

FOR FRESHMEN AND SOPHOMORES

B. The Learning Process.—A course in elementary educational psychology, required of all freshmen and sophomores entering Group V. *First semester, M.W.F. at 11. Either semester, T.Th.S. at 9:30. Second semester, M.W.F. at 9:30, 2. 3 s.h.*

PROFESSOR CHILDS AND ASSISTANT PROFESSOR DIMMITT

FOR FRESHMEN WHO HAVE HAD COURSE B, AND FOR SOPHOMORES

1. Introduction to Teaching.—A survey of the work of the teacher intended to assist the pupil in choosing intelligently some field of teaching work for future specialization. Topics: qualification and training of teachers, nature and aims of education, nature and purpose of public school curricula, nature of subject-matter and its relation to pupil activity, modern classroom procedure in teaching. *First semester, M.W.F. at 8:30. Second semester, M.W.F. at 11. 3 s.h.*

ASSOCIATE PROFESSOR CARR

FOR SOPHOMORES WHO HAVE HAD COURSE B, AND FOR JUNIORS

4. Introductory Course in the History of Education.—A study of the types of educational systems and institutions evolved in western Europe and the United States as an introduction to current educational problems. *First semester, M.W.F. at 11. Second semester, M.W.F. at 8:30. 3 s.h.*

PROFESSOR HOLTON

FOR SOPHOMORES WHO HAVE HAD COURSE 1 AND FOR JUNIORS

5. Introduction to Educational Sociology.—A study of social forces, processes, and values as affecting education, and the interaction of school and community. *First semester, M.W.F. at 12. Second semester, M.W.F. at 11. 3 s.h.* PROFESSOR CHILDS AND MR. COOKE

FOR JUNIORS

3. School Organization and Administration for the Classroom Teacher.—A study of the problems of school organization, control, and administration as they arise in the work of the classroom teacher. *Either semester, M.W.F. at 8:30. 3 s.h.* PROFESSOR PROCTOR AND MR. COOKE

FOR JUNIORS AND SENIORS

2A^a. Methods of Teaching and Presentation of Subject-Matter in the Primary School.—A study of materials and methods in the mother-tongue, writing, and number in the primary grades. A minimum of fifteen laboratory periods of observation and practice-teaching. *M.W.F. at 9:30. 3 s.h.* ASSOCIATE PROFESSOR CARR AND MISS GRAY

2A^b. Methods of Teaching and Presentation of Subject-Matter in the Primary School.—A study of materials and methods in the primary subjects other than language, reading, writing, and arithmetic. A minimum of fifteen laboratory periods of observation and practice-teaching. *M.W.F. at 9:30. 3 s.h.* ASSOCIATE PROFESSOR CARR AND MISS GRAY

2B^a. Methods of Teaching and Presentation of Subject-Matter in the Grammar Grades.—A study of materials and methods in the language, reading, and arithmetic of the grammar grades. A minimum of fifteen laboratory periods of observation and practice-teaching. *T.Th.S. at 9:30. 3 s.h.* ASSOCIATE PROFESSOR CARR AND MISS SOUTHERLAND

2B^b. Methods of Teaching and Presentation of Subject-Matter in the Grammar Grades.—A study of materials and methods in the grammar grade subjects other than language, reading, and arithmetic. A minimum of fifteen laboratory periods of observation and practice-teaching. *T.Th.S. at 9:30. 3 s.h.* ASSOCIATE PROFESSOR CARR AND MISS SOUTHERLAND

6. Principles of Secondary Education.—A study of the nature and scope of secondary education, emphasizing an introduction to the professional literature in the field. *First semester, M.W.F. at 11. Second semester, M.W.F. at 12. 3 s.h.* PROFESSOR CHILDS

8^a. Mental Tests and Applications.—A study of the development of intelligence testing, the conception of general intelligence, and various recent applications of mental tests. **3 s.h.**

ASSISTANT PROFESSOR DIMMITT

[Not offered in 1929-30]

8^b. Educational Measurements.—A study of the purposes and uses of standardized tests and scales with special emphasis on their use in the improvement of instruction. **3 s.h.** ASSISTANT PROFESSOR DIMMITT
[Not offered in 1929-30]

FOR SENIORS

10^b. General Methods in the High School: Observation and Practice Teaching.—A required course in Group V, Class B, open only to seniors who have completed or are carrying course 6. *First semester, M.W.F. at 12. Second semester, M.W.F. at 11. 3 s.h.*

PROFESSOR PROCTOR AND MR. COOKE

FOR SENIORS AND GRADUATES

7. Technique of Teaching.—An advanced course in the teaching process, dealing with the theory underlying sound technique and applied specifically to the work of the elementary school. Prerequisite: teaching experience or six semester-hours of work in materials and methods. *First semester. 3 s.h.* ASSOCIATE PROFESSOR CARR
[Not offered in 1929-30]

9. Statistical Methods Applied to Education.—A study of statistical methods of treating educational and social data designed to enable teacher or administrator to interpret and use the results of scientific investigations in education. *Second semester, F. 3:30-5:30, S. at 11. 3 s.h.*

ASSISTANT PROFESSOR DIMMITT

10^a. Psychological Principles of Secondary Education.—A study of adolescence and the psychology of learning as applied to teaching the principal high school subjects. **3 s.h.** PROFESSOR CHILDS
[Not offered in 1929-30]

11. Introduction to the Philosophy of Education.—A consideration of fundamental concepts underlying educational theory. *First semester. 3 s.h.* PROFESSOR HOLTON
[Not offered in 1929-30]

12. The Curriculum and Materials of the Elementary Grades.—A study of curriculum problems in the elementary school. *First semester, T. 3:30-5:30, S. at 8:30. 3 s.h.* ASSOCIATE PROFESSOR CARR

13^a. Legal Phases of School Administration.—A study of judicial decisions and the development of outstanding features of statute law controlling school administration, with special emphasis upon North Carolina materials. *Second semester, W. 3:30-5:30, S. at 12. 3 s.h.*

PROFESSOR HOLTON

13^b. Studies in the Historical Development of Public School Administration.—An advanced course devoted to the development of public school administration in the South, with especial reference to North Carolina as a type. *First semester, W. 3:30-5:30, S. at 12. 3 s.h.*

PROFESSOR HOLTON

14. History of Education in the United States.—A study of the development of the American public school and the interaction of higher education and the public school. *First semester. 3 s.h.* PROFESSOR HOLTON
[Not offered in 1929-30]

15^a. Sociological Foundations of the Secondary School Subjects.—A consideration of the aims and objectives of secondary school subjects, emphasizing practical problems of curriculum-making in the high school. Prerequisite: six semester-hours in education, including course 5. *T. 3-5, Th. at 12. 3 s.h.*

PROFESSOR CHILDS

15^b. Principles of Vocational Guidance.—A study of the objectives and underlying principles of vocational education, emphasizing this phase of education in North Carolina and the South. The study seeks to formulate a working program for vocational counsellors and others whose teaching function will involve problems of vocational and educational guidance. Prerequisite: six semester-hours in educational sociology, preferably courses 5 and 15^a. *3 s.h.*

PROFESSOR CHILDS

[Not offered in 1929-30]

15^c. Rural Sociology.—A study of rural life with emphasis upon the social and economic forces which apply to the life of the rural community. *Second semester, T. 3-5, Th. at 12. 3 s.h.*

PROFESSOR CHILDS

16. Secondary School Organization and Administration.—A study of the outstanding problems of secondary school organization and administration other than the problem of gradation and classification of pupils. *Second semester, M. 3:30-5:30, S. at 9:30. 3 s.h.*

PROFESSOR PROCTOR

17^a. The Teaching of High School History.—Identical with History 12. The course counts as an elective in the Department of Education only when approved by the Department and the instructor. *6 s.h.*

ASSOCIATE PROFESSOR SHRYOCK

17^b. The Teaching of Mathematics.—Identical with Mathematics 13. The course counts as an elective in the Department of Education only when approved by the Department and the instructor. *3 s.h.*

PROFESSOR RANKIN

17^c. The Teaching of Physical Education.—Identical with Physical Education 1. The course counts as half-credit in the Department of Education for students who have had or are carrying Education 6 or 10^b or other approved course in secondary education. *First and second semesters.*

MISS GROUT

17^d. The Social and Economic Position of Women.—A course in vocational guidance for women that counts as a general elective, but not as part of either a major or minor in Education or toward a North Carolina state teacher's certificate. The purpose of the course is to give the historical background of the changing social and economic position of women, the contributions made by outstanding women, and the vocational opportunities open to women. *Second semester. 2 s.h.* MRS. SMITH

18^a. Experimental Education.—An introduction, including a brief historical survey of the field, to some of the most important problems and methods in experimental education. Experiments and reports in the general field of learning, the psychology of the school subjects, and related fields. **3 s.h.** PROFESSOR _____

[Not offered in 1929-30]

18^b. Investigation of Study Problems.—A brief survey of the available literature on study, followed by extensive case-work in the study habits of high school and undergraduate college students. Diagnosis, corrective and remedial teaching in so far as possible and reports. An introductory course in educational diagnosis and the treatment of individual differences. **3 s.h.** PROFESSOR _____

[Not offered in 1929-30]

22. Methods of Teaching and Supervising the Fundamental Subjects.—An advanced course for teachers in service and for students who have completed at least twelve semester-hours of work in education. *Second semester, T. 3:30-5:30, S. at 8:30. 3s.h.* ASSOCIATE PROFESSOR CARR

23. Public School Finance.—A study of educational costs, sources of revenue for the support of public education, collection of revenue, basis of distribution, and accounting for funds spent. *First semester, M. 3:30-5:30, S. at 9:30. 3 s.h.* PROFESSOR PROCTOR

24. Current Problems in Public Education as Revealed Through School Surveys.—A study of recent developments in public education as revealed through school surveys and resulting from the survey movement. *Second semester. 3 s.h.* PROFESSOR HOLTON

[Not offered in 1929-30]

26. History of Secondary Education in the United States.—A study of historical and comparative conceptions of the secondary school, changes in American life affecting the secondary school, present status of the secondary school, current tendencies toward expansion, and the problem of state and federal aid. *First semester. 3 s.h.*

PROFESSOR PROCTOR

[Not offered in 1929-30]

28. Psychology of Learning.—A study of different types of learning, the principles which underlie successful guidance of learning, methods and conditions of learning, individual differences, etc. Constant reference to experimental literature. *First semester, F. 3:30-5:30, S. at 11. 3 s.h.*
ASSISTANT PROFESSOR DIMMITT

32. Elementary School Supervision.—A survey of supervision as a means of improving instruction and adapting the curriculum to child and community needs. *Second semester. 3 s.h.* ASSOCIATE PROFESSOR CARR
[Not offered in 1929-30]

33. Administrative Pupil Accounting.—An advanced study of gradation and classification of pupils, with incidental attention to the keeping of records and the making of reports. The study includes a consideration of individual differences, promotions, acceleration, and retardation of pupils; the various plans for classification and gradation; interpreting the results of tests; and some practice in the computation of statistical measures. *First semester. 3 s.h.* PROFESSOR PROCTOR
[Not offered in 1929-30]

34. Recent Movements in American Education.—An intensive study of educational thought and practice since 1900. *First semester. 3 s.h.*
PROFESSOR HOLTON
[Not offered in 1929-30]

FOR TEACHERS IN SERVICE AND FOR OTHER STUDENTS BY PERMISSION

Teachers are referred to the courses listed for seniors and graduates on this page and preceding pages scheduled for late afternoon hours and Saturday periods. Graduate teachers will find other courses in the graduate section of the annual catalogue and in the graduate bulletin. Undergraduate courses are offered when there is sufficient demand from teachers in the elementary schools.

DEPARTMENT OF ENGINEERING

ASBURY BUILDING

PROFESSORS HALL, BIRD, SEELEY, AND SCHEALER

DRAWING

CE 1-2. Engineering Drawing.—Orthographic projection, lettering, pictorial representation, intersections, and developments. *T.Th. 2-5. 4 s.h.*
MR. BIRD

CE 3. Descriptive Geometry.—Problems relating to point, line, plane, solid. Prerequisite, CE 1-2. *First semester, T. at 12, F. 2-5. 2 s.h.*
MR. BIRD

MECHANICS

CE 6. Mechanics.—Concurrent forces, parallel forces, non-concurrent and non-parallel forces, centroids, friction, moment of inertia, translation, rotation, work, energy, momentum. Prerequisite, Mathematics 3^a. *Second semester, M.W.Th.F. at 11. 4 s.h.*
MR. BIRD

CE 7. Hydraulics.—Hydrostatics; flow of water through orifices, weirs, pipes and open channels; general principles of water wheels and turbines. Prerequisite, CE 6. *First semester, M.W.F. at 9:30, T. at 12. 4 s.h.*

MR. HALL

CE 8. Strength of Materials.—Elastic bodies under stress; flexure of simple, overhanging, fixed and continuous beams; columns; combined stresses; etc. Prerequisite, CE 6. *Second semester, M.W.F. at 9:30. 3 s.h.*

MR. BIRD

CE 9. Materials of Engineering.—Study and testing of materials. One class and one three-hour laboratory period weekly. *First semester. 2 s.h.*

MR. BIRD

CIVIL ENGINEERING

CE 10. Plane Surveying.—Exercise in use of chain, tape, compass, level, transit, and plane-table; surveys and resurveys. Eight hours a day, three weeks. *Summer school. 3 s.h.*

MR. HALL

CE 11. Plane Surveying.—Care and adjustment of instruments; differential and profile leveling; use of sextant; transit surveys. Prerequisite, CE 10. *First semester, M.W., 2-5. 2 s.h.*

MR. HALL

CE 12. Curves and Earthwork.—Simple, compound, and easement curves, earthwork computations, and mass diagrams as applied to highway work; observations on Sun and polars for latitude, time, and azimuth. *Second semester, T.Th.S. at 8:30. 3 s.h.*

MR. HALL

CE 14. Advanced Surveying.—Field work in connection with course CE 12. Slope staking, earthwork, simple and compound curves; determination of meridian by observations on Polaris and Sun. Concurrent with CE 12. *Second semester, M.W.F., 2-5. 3 s.h.*

MR. HALL

CE 15. Highway Engineering.—Location, construction, and maintenance of roads and pavements; dust prevention; road economics. *First semester, T.Th. at 8:30. 2 s.h.*

MR. HALL

CE 16. Highway Engineering.—Testing of cement, sand, stone, gravel, and bituminous materials. *Second semester, T.Th. at 8:30. 2 s.h.*

MR. HALL

CE 17. Railroad Engineering.—Construction and maintenance of track and track-work, economics, operating conditions affecting location. *First semester, M.W.F. at 11. 3 s.h.*

MR. BIRD

CE 22. Hydrology.—Factors affecting precipitation; evaporation from land and water surfaces; relation of precipitation to run-off; estimating run-off; floods and flood flows; applications of hydrology. Prerequisite, CE 7. *Second semester, M.W.F. at 11. 3 s.h.*

MR. HALL

CE 23. Public Water Supply.—Quantity and quality of water required; hydraulics of wells; reservoirs; works for purification and distribution of water; tests and standards of purity of water for drinking purposes. Prerequisite, CE 22. *First semester, M.W. at 12. 2 s.h.*

MR. HALL

CE 24. Sewerage.—Sewerage systems; rainfall and storm water flow; size of storm and sanitary sewers; sewage disposal. Prerequisite, CE 22. *Second semester, M.W. at 12. 2 s.h.* MR. HALL

CE 31. Steel Structures—Stresses.—Roofs, parallel chord bridges under all types of loads, inclined top chord bridges including sub-divided panels, wind bracing. Prerequisite, CE 6. *First semester, T.Th. at 9; W., 2-5. 3 s.h.* MR. BIRD

CE 32. Steel Structures—Design.—Built beams, plate girders, tension members, compression members, tension and compression members, end posts, stringers, floor beams, pins, plates, etc. Drafting. Prerequisites, CE 8, 31. *Second semester, T.Th. at 12 and 2-5. 4 s.h.* MR. BIRD

CE 33. Reinforced Concrete.—Theory and design of reinforced concrete beams, slabs, columns. Prerequisite, CE 8. *First semester, M.W.F. at 8:30. 3 s.h.* MR. BIRD

CE 34. Masonry Structures.—Ordinary foundations, dams, retaining walls, arches, piers, abutments. Prerequisites, CE 8, 33. *Second semester, M.W.F. at 8:30. 3 s.h.* MR. BIRD

ELECTRICAL ENGINEERING

EE 1. Principles of Electrical Engineering.—An elementary course covering direct and alternating currents and the fundamental principles of direct and alternating current machinery. This course serves as a general introductory course for electrical engineering students. Prerequisites, Physics for Engineers, Mathematics 3 (or concurrent). *M.W.F. at 12, W. 2-5. 8 s.h.* MR. SEELEY

EE 1^a. Principles of Electrical Engineering.—A short elementary course covering the principles of direct current and alternating current machinery, especially designed for students in civil engineering. Prerequisites, Physics for Engineers. *First semester, T.Th. at 11, F. 2-5. 3 s.h.* MR. SCHEALER

EE 2. Principles of Electrical Engineering: Advanced Direct Current Machinery.—A study of the principles which underlay the design and operation of all types of direct current machinery. Prerequisites, EE 1, Mathematics 3. *First semester, T.Th. at 9:30, T. 2-5. 3 s.h.* MR. SCHEALER

EE 3. Principles of Electrical Engineering: Advanced Alternating Currents.—The algebra of vectors and complex quantities used in electrical engineering. An advanced course in alternating currents and alternating current circuits. Prerequisites, EE 1, Mathematics 3. *First semester, M.W.F. at 11. 3 s.h.* MR. SCHEALER

EE 4. Principles of Electrical Engineering: Advanced Alternating Current Machinery.—The principles underlying the construction and operation of alternating current machinery. A study of synchronous generators and motors, parallel operation of alternators, polyphase and single phase induction motors, series and repulsion motors, synchronous converters, static transformers. Prerequisite EE 3. *Second semester, M.T.W.Th.F. at 8:30, Th. 2-5. 6 s.h.* MR. SCHEALER

EE 5. Electrical Transmission.—A course of lectures and recitations on the factors involved in the transmission of electrical energy over long distances and the use of hyperbolic functions in the solution of transmission line problems. Concurrent with EE 3. Prerequisite, EE 1. *First semester, M.W.F. at 8:30. 3 s.h.* MR. SCHEALER

EE 6. Electric Railways.—A course of lectures and recitations relating to the construction, operation, and equipment of different types of electric railways. Prerequisites, EE 1, 2. *Second semester, T.Th. at 12, W. at 2. 3 s.h.* MR. SCHEALER

EE 7. High Frequency Alternating Currents.—An advanced course on the principles of wire and wireless communication. A thorough study is made of the theory of coupled circuits, antenna radiation, wave propagation over metallic circuits, nature of speech and sound, vacuum tubes, vacuum tube circuits, wire and wireless telephone circuits. Prerequisites, EE 3, Mathematics 6. *First semester, T.Th. at 12, F. 2-5; second semester, T.Th. at 9:30, M. 2-5. 6 s.h.* MR. SEELEY

EE 8. Electric Power Stations.—A course of lectures and recitations pertaining to the design, construction and operation of electric power stations, both steam and hydraulic. Consideration of prime movers; generating machinery; powdered fuel and stoker equipment; switchboards; instruments and protective devices; operation and management; visits to neighboring plants. Prerequisites, EE 1, ME 2. *Second semester, M.W.F. at 11. 3 s.h.* MR. SCHEALER

ME 1. Elements of Mechanism.—A short course covering revolving and oscillating bodies, drives, transmissions, gears, gear trains, cams, linkages, and miscellaneous composite mechanisms. Prerequisite, Freshman Mathematics. *First semester, Th. at 11, M. 2-5. 2 s.h.* MR. SEELEY

ME 2. Elementary Thermodynamics and Heat Engines.—Introduction to the principles and applications of thermodynamics. A study of the properties of steam and the equipment for its generation and utilization, with some time spent on the internal-combustion engine. Inspection trips are made to neighboring power plants. Prerequisites, Physics for Engineers, Mathematics 3 (or concurrent). *First semester, M.W.F. at 11; second semester, M.W.F. at 8:30. 6 s.h.* MR. SEELEY

DEPARTMENT OF ENGLISH

PROFESSORS BROWN, GILBERT, WHITE, BAUM, HUBBELL, AND GREENE,
ASSISTANT PROFESSOR MITCHELL, MESSRS. JORDAN, BLACKBURN,
PATTON, WARD, AND GREGORY, AND MRS. VANCE

1. English Composition and English Poetry.—During the first semester the work of the course consists chiefly of composition; during the second term it is divided between the study of literature and writing. *M.W.F. at 9:30, 11, 12, 2; T.Th.S. at 8:30, 11, 12. 6 s.h.*

ASSISTANT PROFESSOR MITCHELL, MESSRS. JORDAN, BLACKBURN,
PATTON, WARD, AND GREGORY, AND MRS. VANCE

Students who receive a grade of 75 or more in the work of composition of both semesters and a grade of 75 or more in the work in literature are transferred on recommendation of their instructors to sections of English 2 for work in English during their sophomore year; those whose grades in the work of composition of both semesters fall between 70 and 75 are transferred for work in English during their sophomore year to sections of English C 2; those students who do not earn a grade of 70 in composition during the first semester are required to continue the study of composition during the second semester; if they earn the passing grade of 70 or more in the work of composition at the end of the second semester, they receive credit for the first half-year of work, and during their sophomore year they do the work of the second semester of English 1; students whose grades in the work of composition for both semesters fall below 70 must repeat the entire course during their second year.

C 2. English Composition.—A second course in composition for Sophomores. *M.W.F. at 2; T.Th.S. at 8:30, 12. 6 s.h.* MR. JORDAN

Students who are required to take English C 2 may take English 2 as an elective.

2. Prose Literature.—This course consists of a reading and study of selected works of the best writers of prose. Lectures are given on the lives of the authors studied, the periods of literary history, and the origin and growth of the various types of prose literature. Special emphasis is placed upon the study of biography. *M.W.F. at 8:30, 9:30, 12; T. Th.S. at 9:30. 6 s.h.*

PROFESSOR GREENE, AND MESSRS. BLACKBURN
AND PATTON, AND MRS. VANCE

English 2 or C 2 is required of all Sophomores; English 2 is open as an elective to all undergraduates who do not take it as a required course. Sophomores who passed English 1 with recommendation to sections of English 2 may take C 2 as their required English in their second year and carry English 2 as an elective. English 2 or its equivalent is required of all students who do their major work in English.

C 3^{a,b}. Composition.—This is a practical course for students who desire a greater mastery of and facility in the use of the language than they get from courses 1 and C 2 and who want some specific training in the vocation they expect to follow. *T.Th.S. at 9:30, 11. 6 s.h.*

PROFESSOR MITCHELL

A student may take course C 3^a only, but only in rare instances may a student enroll in course C 3^b without having had course C 3^a. Students who wish to take the other courses in journalism must have credit for at least C 3^a. Students who wish to take this course must have made a grade of 75 or more in English 1, or they must have credit for English 1 and English C 2. The number of students in this course is limited to thirty, and all must have the consent of the instructor.

C 14^{a,b}. Journalism.—This course offers further study and practice in composition to those who have done especially good work in English 1 and in English C 2. It is planned to satisfy the needs of those who want to become efficient in all the higher forms of writing to be found in newspapers and magazines. *6 s.h.*

PROFESSOR HUBBELL

Students who enroll for this course must have the consent of the instructor, and they should have credit for both courses 3^a and 3^b; however, a student may enroll for either semester of course C 14 without having had course C 3^b.

[Not offered in 1929-30]

3. Shakespeare.—All of Shakespeare's plays are read; nine are studied critically in class. *T.Th.S. at 11. 6 s.h.*

PROFESSOR BROWN

4. American Literature.—This course considers in an exhaustive manner the works of some of the American writers. *M.W.F. at 8:30. 6 s.h.*

PROFESSOR HUBBELL

Course 4 is open only to Seniors and Graduates.

5. English Literature, 1798-1832.—This course consists of a study of representative English writers of prose and poetry from Wordsworth to Tennyson. *M.W.F. at 11. 6 s.h.*

PROFESSOR WHITE

6^{a,b}. Chaucer.—*M.W.F. at 12. 6 s.h.*

PROFESSOR BAUM

Course 6^{a,b} is open only to Seniors and Graduates.

7. Anglo-Saxon.—This course requires no previous study of Anglo-Saxon. The first semester is given to a thorough study of Anglo-Saxon grammar and to the reading of Anglo-Saxon prose; the second semester, to the reading and interpretation of *Beowulf*. *T.Th.S. at 12. 6 s.h.*

PROFESSORS BROWN AND BAUM

Course 7 is open only to Seniors and Graduates.

8. Middle English.—This course consists of an introduction to the study of early Middle English literature and of a study of the history of the English language. **6 s.h.** PROFESSOR BAUM

Students may elect course 8 without having studied either Old or Middle English. Open only to Seniors and Graduates.

[Not offered in 1929-30]

9^{a,b}. The Drama of the Elizabethan Period.—A study of the drama in England from its beginnings to 1640. **6 s.h.** PROFESSOR GILBERT

Course 9 is open to Seniors and Graduates.

[Not offered in 1929-30]

10^a. English Literature, 1550-1625.—This course considers the most important non-dramatic literature from 1550 to 1625 except the works of Spenser. **3 s.h.** PROFESSOR GILBERT

Open only to Seniors and Graduates.

[Not offered in 1929-30]

10^b. English Literature, 1625-1660.—This course considers the most important works other than drama from 1625 to 1660 except the works of Milton. **3 s.h.** PROFESSOR GILBERT

Open only to Seniors and Graduates.

[Not offered in 1929-30]

11^a. English Literature, 1660-1744.—*T.Th.S. at 8:30.* **3 s.h.**

PROFESSOR WHITE

Open only to Seniors and Graduates.

11^b. English Literature, 1774-1798.—*T.Th.S. at 8:30.* **3 s.h.**

PROFESSOR WHITE

Open only to Seniors and Graduates.

12. The History of the Novel in England.—**6 s.h.**

PROFESSOR WHITE

[Not offered in 1929-30]

13^{a,b}. English Romances.—This course consists of a rapid reading of the chief romances of the Middle English period. **6 s.h.**

PROFESSOR BAUM

[Not offered in 1929-30]

15. The Drama in England, 1640-1770.—*First semester, M.W.F. at 11.* **3 s.h.** PROFESSOR BAUM

Course 15 is open only to Seniors and Graduates.

16^{a,b}. The Teaching of Literature and Composition in the High School.—This course is intended especially for those students who expect to teach in the high schools and for teachers in the city or county who desire instruction in the teaching of English. The work of the course includes consideration of methods and aims in the study of literature and the writing of English, the nature and values of the various kinds of litera-

ture, the planning of the high-school course, and the study of the most important English classics in the high school curriculum. **6 s.h.**

PROFESSOR GILBERT

Course 16 is open to Seniors, Graduates, and teachers with experience.
[Not offered in 1929-30]

17. The Ballad and Other Folk-Lore.—This course consists of an extensive study of the ballad and other ancient and modern folk-songs and of the other fifteen kinds of folk-lore as found in North Carolina and other sections of America. Much of the material used in the course is in manuscript form, and still other material studied is that collected by the class during the year; thus the student gets training in collecting and classifying songs and other forms of folk-lore. Each student is assisted in developing some subject pertaining if possible to conditions in his native section. *M.W.F. at 12. 6 s.h.*

PROFESSOR BROWN

Course 17 is open only to Seniors and Graduates.

18^a. The Drama, 1770-1892.—**3 s.h.**

PROFESSOR HUBBELL

[Not offered in 1929-30]

18^b. The Drama, 1892-1928.—*T.Th.S. at 8:30. 3 s.h.*

PROFESSOR HUBBELL

19^a. Contemporary Poetry and Verse-Writing.—Beginning with a study of the elements and technique of poetry, this course proceeds to a general survey of twentieth-century poetry, giving special attention to the various modern forms and tendencies. *M.W.F. at 9:30. 3 s.h.*

PROFESSOR WHITE

A student may enroll for 19^a only, but no one is expected to enroll for 19^b without credit for 19^a.

19^b. Contemporary Poetry and Verse-Writing.—The work of this course consists chiefly of the writing of verse by members of the class and of criticism of the manuscripts by the class. *M.W.F. at 9:30. 3 s.h.*

PROFESSOR WHITE

No student may enroll for this course without the consent of the instructor; only a small number can be admitted.

20. Spenser and Milton.—An exhaustive study of the works of Spenser and Milton. *First semester, M.W.F. at 8:30. 6 s.h.*

PROFESSOR GILBERT

Course 20 is open only to Seniors and Graduates.

[Only the first half of 20 is offered in 1929-30.]

21. Critical Study of Literary Masterpieces.—The first semester is devoted mainly to the essay and related forms; the second, to other types, including narrative and lyric poetry, the novel, and the short-story. **6 s.h.**

PROFESSOR BAUM

[Not offered in 1929-30]

22^a. Stage Problems.—This course deals with all phases of play-producing, lighting, scenery, costuming, directing, and similar problems. **3 s.h.** PROFESSOR _____

[Not offered in 1929-30]

22^b. History of the Theatre.—This course deals with methods of play-production in the various historical periods of dramatic literature. **3 s.h.** PROFESSOR _____

[Not offered in 1929-30]

23^a. Play-Producing.—This is a course in the actual presentation of plays. Attention is given to voice-cultivation, stage-business, and other problems. **3 s.h.** PROFESSOR _____

[Not offered in 1929-30]

23^b. Special Problems in Play-Production.—This course continues the work of 23^a. Emphasis is placed on the presentation of plays representative of the various periods of dramatic history. **3 s.h.** PROFESSOR _____

[Not offered in 1929-30]

25. English Literature, 1832-1900.—This course consists of a study of the prose and poetry of the period, with special emphasis on the works of Tennyson and Browning. *T.Th.S. at 8:30.* **6 s.h.** PROFESSOR GREENE

26. English Literature, 1400-1550.—*T.Th.S. at 11.* **6 s.h.**

PROFESSOR BAUM

Course 26 is open only to Seniors and Graduates.

27^{a, b}. Studies in the Romantic Poets of the Early Nineteenth Century.—This course considers in an exhaustive manner the works of some of the Romantic poets. *T.Th.S. at 9:30.* **6 s.h.** PROFESSOR WHITE

Course 27 is open only to Seniors and Graduates.

28. American Literature.—This course consists of wide reading in American prose and poetry. *T.Th.S. at 12.* **6 s.h.** PROFESSOR HUBBELL

30. Studies in Victorian Literature.—This course considers in an intensive way the works of some of the most important writers of the period. *M.W.F. at 9:30.* **6 s.h.** PROFESSOR GREENE

Course 30 is open to Seniors and Graduates.

32^a. Literary Criticism.—A history of literary criticism to 1700. *T. 3:30-5:30, S. at 12.* **3 s.h.** PROFESSOR GILBERT

Open to Seniors and Graduates.

32^b. Literary Criticism.—A history of literary criticism from 1700 to the present. **3 s.h.** PROFESSOR GILBERT

Open to Seniors and Graduates.

[Not offered in 1929-30]

ARGUMENTATION AND PUBLIC SPEAKING

FOR SOPHOMORES, JUNIORS, AND SENIORS

Public Speaking.—A course in the fundamentals of public speaking with emphasis upon the effective presentation of ideas. *First semester, M.W.F. at 9:30; T.Th.S. at 11. 3 s.h.* Mr. HERRING

Argumentation.—A course dealing with the principles of argumentation and debating with special emphasis upon brief-making and practice-speaking. Public questions are studied as parallel work. *Second semester, M.W.F. at 9:30. 3 s.h.* Mr. HERRING

DEPARTMENT OF GERMAN

PROFESSORS WANNAMAKER, KRUMMEL, AND VOLLMER, MR. WILSON,
AND DR. SHEARS

The Department of German attempts in the courses offered below to meet the needs of two classes of students, those intending to make a systematic and prolonged study of the German language and literature and those wishing to acquire a ready reading knowledge of modern German prose. The opportunity to write a great many exercises and see them carefully corrected, to take frequent dictations in German, and to hear the language spoken a part of each recitation-hour in the elementary courses ought to enable the student to understand a connected lecture in German.

FOR ALL STUDENTS

1. Elementary German.—Pronunciation, grammar, and translation; dictation, easy prose, and poetry. *M.W.F. at 8:30, 11; T.Th.S. at 8:30, 9:30, 11. 6 s.h.* PROFESSORS WANNAMAKER, KRUMMEL, AND VOLLMER,
Mr. WILSON, AND DR. SHEARS

2. Intermediate German.—Grammar and composition; dictation; spoken German; reading of narrative and dramatic prose. *M.W.F. at 9:30; T.Th.S. at 8:30, 9:30. 6 s.h.* PROFESSORS KRUMMEL AND VOLLMER,
Mr. WILSON, AND DR. SHEARS

PRIMARILY FOR STUDENTS OF SCIENCE

8. Scientific German.—The translation and, as soon as possible, the reading without translation of modern scientific prose. **6 s.h.**

PROFESSOR WANNAMAKER AND MR. WILSON

PRIMARILY FOR JUNIORS

3. German Prose Fiction.—Origin and development of the German novel; reading and discussion of typical selections from representative authors of the various literary movements of the nineteenth century. Lectures and reports. *T.Th.S. at 11. 6 s.h.* PROFESSOR KRUMMEL

4. Introduction to the Classic Drama.—Selected plays from Lessing, Schiller, Goethe, and Kleist. Prerequisites: German 1 and 2. *M.W.F. at 11. 6 s.h.* Mr. WILSON

6. German Drama of the Nineteenth Century.—A study of the leading dramatists from Kleist to Hauptmann. Lectures, collateral reading, and reports. **6 s.h.** PROFESSOR KRUMMEL

[Not offered in 1929-30]

FOR JUNIORS AND SENIORS

7. Advanced Composition: Conversation.—Grammar-review; oral and written composition in German. Recommended for those who are specializing in German. **6 s.h.** PROFESSOR KRUMMEL

9. Great Epochs in German Literature.—The great epochs in German literature studied through English translations. Lectures, discussions, and collateral reading. (No knowledge of German required.) *T.Th.S.* at 9:30. **3 s.h.** if taken in only one semester. **6 s.h.**

PROFESSOR VOLLMER

10. Schiller.—Lectures on his life and writings. His dramas and prose works will be read. Prerequisites: German 1 and 2. **6 s.h.**

PROFESSOR VOLLMER

FOR SENIORS AND GRADUATES

5. Goethe.—This course is intended to acquaint the student with the methods of independent research while making a careful study of the author's most important works, with special emphasis upon the broader aspects of his ever-widening interests and literary activities. *M.W.F.* at 9:30. **6 s.h.**

PROFESSOR KRUMMEL

11. Middle High German.—The language and literature of Germany's first classical period. Grammar and translation. *First semester:* Wright's *Middle High German Primer*, and *Der arme Heinrich*. *Second semester:* *Das Nibelungenlied*, *Tristan und Isolde*, or *Parzival*. *Afternoon hours.* **6 s.h.**

PROFESSOR VOLLMER

12^a. Gothic.—Phonology and morphology of Gothic as the basis of modern English and German. Reading of Ulfilas Gothic version of the Bible. *Afternoon hours.* **3 s.h.**

PROFESSOR VOLLMER

12^b. Old Norse.—An introductory course. *Afternoon hours.* **3 s.h.**

PROFESSOR VOLLMER

13. Leibnitz to Romanticism.—Eighteenth century German literature in its relation to contemporary European philosophy. Lectures, collateral reading. Open to all students with reading knowledge of German. **6 s.h.**

PROFESSOR VOLLMER

DEPARTMENT OF GREEK

PROFESSOR PEPPLER AND ASSISTANT PROFESSOR JOHNSON

Courses 6, 7, and 15 are entirely in English and require no knowledge of the Greek language. The purpose in offering them is to give a wider circle of students some conception of the debt which modern civilization owes to the Greeks.

9. Course for Beginners.—*M.W.F. at 8:30. 6 s.h.*

Open to all students.

ASSISTANT PROFESSOR JOHNSON

11. Xenophon.—*Anabasis*, Books I-IV. *M.W.F. at 9:30. 6 s.h.*

ASSISTANT PROFESSOR JOHNSON

Open to students who offer one unit of Greek for admission and to those who have completed course 9.

1. Homer.—*Iliad*, Books I-VI. *T.Th.S. at 8:30. 6 s.h.*

PROFESSOR PEPPLER

Open to students who offer two units of Greek for admission and to those who have completed courses 9 and 11 or their equivalent.

2. Plato.—*Apology*, *Crito*, and selections, together with collateral reading in the *Memorabilia* of Xenophon and in the *Clouds* of Aristophanes. **Euripides.**—One play, to serve as an introduction to Greek tragedy. **6 s.h.**

PROFESSOR PEPPLER

Open to students who offer three units for admission and to others who have completed the required preliminary work.

12. Greek Prose Composition.—The character of this course is determined by the needs of the students who elect it. **2 s.h.**

PROFESSOR PEPPLER

6. Greek Literature in English Translations.—The purpose of this course is to give a general survey of the life and civilization of the Greeks, especially to those who have never studied the language but wish to become acquainted with some of the choicest portions of the literature by the use of translations. It is, however, open as an elective to all Juniors and Seniors, whether they know Greek or not. First, the *Iliad* and the *Odyssey* are read in translation and illustrated with stereopticon views of the excavations and discoveries at Troy and other cities of the Mycenaean age; then, many of the extant plays of the three great tragic poets are studied in English translations. *T.Th.S. at 9:30. 6 s.h.*

PROFESSOR PEPPLER

This course may be taken in the second semester whether or not it was taken in the first.

7. Greek Art.—Illustrated lectures, study of the textbook, and other assigned reading. For the sake of historical perspective, a cursory account of art in the Stone Ages and in Egypt and Mesopotamia is given at the beginning of the course; then, some time is devoted to the art of

prehistoric Greece. The principal objects of study are the sculpture and architecture of classic Greece. No knowledge of Greek is required. Open as an elective to Juniors and Seniors. *T.Th.S. at 11. 6 s.h.*

ASSISTANT PROFESSOR JOHNSON

15. Greek History.—Lectures, study of the textbook, and other assigned reading. The public institutions and private life of the Greeks receive attention. At the beginning of the course a rapid survey of the history of earlier peoples is given. No knowledge of Greek is required. Open as an elective to Juniors and Seniors. *M.W.F. at 11. 6 s.h.*

ASSISTANT PROFESSOR JOHNSON

FOR SENIORS AND GRADUATES

3. Greek Drama.—Selected plays are read, and their dramatic construction and distinctive features are discussed. *6 s.h.*

PROFESSOR PEPPLER

4. Homer.—*Odyssey*. Pindar and Bacchylides. *6 s.h.*

PROFESSOR PEPPLER

5. Greek Historians.—Herodotus, Books VII and VIII; Thucydides, Books VI and VII. *6 s.h.*

PROFESSOR PEPPLER

16^a. Greek Archaeology.—The topography and monuments of Athens are studied, and other matters supplementary to course 7 are presented. Course 16^a is intended primarily for students who wish to prepare themselves for study in Greece or for work toward an advanced degree. Courses 1 (or its equivalent) and 7 are prerequisites. *3 s.h.*

ASSISTANT PROFESSOR JOHNSON

16^b. Greek Epigraphy.—The history of the alphabet is studied, and important inscriptions are read for their content. Prerequisite, Greek 2 or its equivalent. *3 s.h.*

ASSISTANT PROFESSOR JOHNSON

DEPARTMENT OF HISTORY

PROFESSORS BOYD, LAPRADE, AND RIPPY, ASSOCIATE PROFESSORS SHRYOCK, CARROLL, AND BALDWIN, ASSISTANT PROFESSOR NELSON, DR.

LANNING, MESSRS. MCCLOY AND FLANDERS

The courses in history are designed (1) to give a comprehensive survey of modern European and American history; (2) to provide for a more detailed study of certain phases of English, American, and Hispanic-American development; (3) to give some knowledge of the problems and resources of the general reader and the teacher of history.

Course 1 is a prerequisite for all other courses, and one course in addition is required of all who wish to elect course 4; course 9 is prerequisite for courses 13, 19, and 20. Sophomores who took only one semester of course 1 in the freshman year may be admitted to course 9 or 16 provided they made a grade of 85 or above on the semester taken.

Courses offered for Seniors and Graduates are limited to twenty-five students; Juniors may not elect them without special permission from the department and the Council on Graduate Instruction.

FOR FRESHMEN AND SOPHOMORES

1. Modern and Contemporaneous Europe.—In this course the development of modern Europe since the middle of the eighteenth century is traced with special reference to the rise of nationality, the industrial revolution, scientific thought, domestic politics in the leading states, colonial expansion, diplomacy, and the world war. *M.W.F. at 8:30, 9:30, 11, 12; T.Th.S. at 8:30, 9:30, 11, 12. 6 s.h.*

ASSOCIATE PROFESSORS SHRYOCK, CARROLL, AND BALDWIN,
ASSISTANT PROFESSOR NELSON, DR. LANNING,
MESSRS. MCCLOY AND FLANDERS

PRIMARILY FOR SOPHOMORES AND JUNIORS

9^a. Political and Social History of the United States to 1800.—A general survey of the development of the United States in which effort is made to place the proper emphasis on underlying economic or other causes of political and social progress. Required readings in the *Yale Chronicles of America* with the presentation of book reviews and one research paper. *First semester, M.W.F. at 11; T.Th.S. at 12. 3 s.h.*

PROFESSOR RIPPY AND DR. LANNING

9^b. Political and Social History of the United States, 1800 to 1860.—This course completes the work begun in 9^a. *Second semester, M.W.F. at 11; T.Th.S. at 12. 3 s.h.*

PROFESSOR RIPPY AND DR. LANNING

16. The Development of Modern Europe.—This course is designed as a guide to the study of the forces that have produced Europe as it is today, starting with the Renaissance and the Reformation. *M.W.F. at 11. 6 s.h.*

ASSOCIATE PROFESSOR CARROLL

This course is not open to students who take course 2.

FOR JUNIORS AND SENIORS

2. Western European Civilization.—This course is a study of the development in Western Europe of the familiar institutions and culture of modern society. *M.W.F. at 11. 6 s.h.* ASSISTANT PROFESSOR NELSON
[Not offered in 1929-30]

Sophomores who made an average grade of 85 or more on course 1 may also be admitted to this course. It is not open to those who have had or are taking course 16.

14^a. History of the United States since 1860.—A continuation of History 9. The Civil War and its results, the evolution of reconstruction policies, cultural, political, and economic development since 1876, the world war, and post-bellum problems. *First semester, M.W.F. at 9:30. 3 s.h.*

DR. LANNING

14^b. History of the United States Foreign Policy.—This course traces the history of American Diplomacy since 1789. *Second semester, M.W.F. at 9:30. 3 s.h.* PROFESSOR RIPPY

Course 9 is a prerequisite for courses 14^a and 14^b which replace former courses 13^a and 13^b.

19. Social and Economic History of the American People.—Particular attention is given to the relationship between economic forces and such phases of social life as the family, morals and customs, immigration, crime and punishment, amusements, public opinion, and public health. *M.W.F. at 12. 6 s.h.* ASSOCIATE PROFESSOR SHRYOCK

Course 9 is a prerequisite for this course.

20. The Church in American History.—Among the subjects considered are the relation of theology and church government to political theory and practice, the social and political results of the Great Awakening and of ecclesiastical controversies, the part played by the Church in the American Revolution and in the making of state constitutions, in education, westward expansion, in the reform movements of the nineteenth century, labor controversies, the Civil and World Wars, and internationalism. *M.W.F. at 11. 6 s.h.*

ASSOCIATE PROFESSOR BALDWIN

Course 9 is a prerequisite for this course.

24. English History.—A survey of transitions in the political institutions and social development from the Norman Conquest to the present. *T.Th.S. at 11. 6 s.h.* PROFESSOR LAPRADE

FOR SENIORS AND GRADUATES

103. The Union, Confederacy, and Reconstruction.—The subjects considered are the rise of secession, the constitutional and economic problems of the Union and Confederacy, and the political and economic adjustments during reconstruction. *First semester, M.W.F. at 12. 3 s.h.*

PROFESSOR BOYD

104. English Constitutional History.—After a brief review of the Anglo-Saxon period, a detailed study is made of those medieval institutions which form the basis of the British constitution. This is followed in the second semester by a general survey of the changes wrought in English political history during the seventeenth and eighteenth centuries, the main lines of constitutional development since 1800, and an outline of the British government as it exists today. **6 s.h.**

PROFESSOR LAPRADE

[Not offered in 1929-30]

110. Constitutional History of the United States, 1763 to 1860.—Among the subjects considered are the issues and nature of the Revolution, the problems of the confederation, the nature of the constitution in the light of its early interpretations, the rise of political parties, sectionalism and its attendant political and economic interests, and the slavery controversy. **6 s.h.**

PROFESSOR BOYD

[Not offered in 1929-30]

112. The Teaching of History and Civics (Education 17*).—This course consists of informal discussions, based upon collateral reading and observation work, of such topics as aims, tests for values, the social studies, curriculum, class-room procedure, course and lesson planning, etc. The class is limited in numbers to fifteen, admission being made only after consultation with the instructor, preferably during the preceding spring. Only such Seniors are admitted as are thinking seriously of teaching history in the high schools, who have taken at least eighteen hours of history in college, and who expect to qualify for a North Carolina Grade A teaching certificate. These qualifications, however, do not necessarily apply to graduate students, who may be admitted upon consultation with the instructor at the beginning of the fall term. *T.Th.S. at 12. 6 s.h.* ASSOCIATE PROFESSOR SHRYOCK

117. Europe since 1870.—International relations since the Franco-German War is the chief subject of study in this course; special emphasis is placed upon the underlying economic and political influences. *6 s.h.*
[Not offered in 1929-30] ASSOCIATE PROFESSOR CARROLL

118. The History of the European Proletariate.—This course is concerned chiefly with the origins, expansion, and organization of the industrial working classes of Europe. The following problems are emphasized: the decline of serfdom, the growth of an urban working class and social revolutions in England, France, and Germany prior to the eighteenth century, the results of the Industrial Revolution, and labor movements and theories during the nineteenth and twentieth centuries. *T.Th.S. at 9:30. 6 s.h.* ASSOCIATE PROFESSOR CARROLL

122. Early Modern History.—A survey of the social and political changes in Western Europe during the fourteenth and fifteenth centuries, the Protestant Revolt and the Catholic Reaction of the sixteenth century, and the rise of toleration. *T.Th.S. at 8:30. 6 s.h.*
ASSISTANT PROFESSOR NELSON

123. Medieval Institutions and Culture.—A consideration of the classical heritage, the Germanic infusion, development of ecclesiastical, feudal, monarchical and communal institutions, relations of Church and State, the rise of universities, vernacular literatures, philosophy and art, in the period 300-1300 A.D. *6 s.h.*
[Not offered in 1929-30] ASSISTANT PROFESSOR NELSON

130. The History of North Carolina.—The evolution of the commonwealth from its origins to the present is traced with particular emphasis on social conditions and the recent period. *Second semester, M.W.F. at 12. 3 s.h.* PROFESSOR BOYD

131. The Hispanic-American Republics.—A survey of the political, economic, and social development of the Hispanic-American nations since the beginning of the movement for independence in 1810. Considerable attention is also given to the foreign commerce and foreign relations of these nations. *First semester, M.W.F. at 9:30. 3 s.h.* PROFESSOR RIPPY

132. The Hispanic Colonies of the New World.—The development of the Iberian states as colonizing powers, the work of the conquerors, the Spanish colonial policy and system, their influences and results, native races, the international contest for supremacy, and the decay of Spanish power in America and the Philippines. *Second semester, M.W.F. at 9:30. 3 s.h.* DR. LANNING

DEPARTMENT OF LATIN AND ROMAN STUDIES

PROFESSOR ROSBOROUGH, ASSISTANT PROFESSOR GATES,
MR. SLEDD, AND —————

Work is offered in several branches of Roman Studies: Latin Language and Literature, Roman Art and Archaeology, Roman History. Students who have little or no knowledge of the Latin language may pursue courses A, 12, 13, 14, and 15. Majors in Latin are expected to pursue courses D, C-2, and 15 as early as feasible in their college career.

Students who have not completed the standard high school course in Latin and also those who desire to begin the study of Latin in college as a basis for further work in ancient and modern languages, or as pre-medical or pre-legal courses, may avail themselves of courses A and B, which are offered to help students to make up a deficiency and are by no means designed to supplant high school teaching of Latin.

A. Course for Beginners.—While this course is in general the equivalent of the first two years of high school Latin, it is necessarily more comprehensive and intensive for college students. Students who offer one entrance unit in Latin must take the course throughout the year, receiving credit for the second semester only, and all students, in order to receive any credit for the course, must follow up with course B the next year. *T.Th.S. at 8:30. 6 s.h.* MR. SLEDD

B. Cicero, Vergil, Ovid.—(To be accompanied by course C-1.) This course is for those who enter college with two units or three units of standard preparatory school Latin and for those who have completed course A. College credit is given for the course only in so far as there is no duplication of entrance credits, and those entering with three units must take the course throughout the year. *T.Th.S. at 9:30. 6 s.h.* MR. SLEDD

The following courses are open to students who offer four standard entrance units in Latin and to those who have completed course B. Those registering for course 1 are advised to register for C. [See below.]

1^a. Livy.—The History of Rome. Emphasis on principles of grammar as an aid to translating, sight translation, and reading Latin as Latin. Section 1 (men), *M.W.F. at 9:30*; section 2 (women), *T.Th.S. at 9:30. 3 s.h.* ASSISTANT PROFESSOR GATES AND MR. SLEDD
(Cicero's *De Senectute* may be substituted.)

1^b. Horace.—The Odes and Epodes. Attention is drawn to interesting features of Roman social life, and the art and form of Horace's poetry will be studied. Section 1 (men), *M.W.F. at 9:30*; section 2 (women), *T.Th.S. at 9:30. 3 s.h.* ASSISTANT PROFESSOR GATES AND MR. SLEDD
(A survey course in Latin poetry may be substituted.)

C-1. Latin Composition.—Strongly recommended to students pursuing course 1, and may be required of them at the discretion of the instructor. Open to all students taking regular Latin courses in the college. This is a semester course and is given each semester. Section 1, *T. at 2*; section 2, *F. at 2*. 1 s.h.

MR. SLEDD

Of the following courses only C-2 and D are open to qualified Freshmen. It is preferred that course 2 follow 1^b.

C-2. Latin Composition.—A more advanced course than C-1 designed to meet the needs of students in courses 1-b to 5-b; required of Latin majors; especially recommended to prospective teachers of Latin and its descendent languages. Some attention will be paid to prosody. *W. at 2*. 2 s.h.

PROFESSOR ROSBOROUGH *et al.*

D. Sight Reading in Medieval Latin.—An informal reading circle meeting throughout the year once a week for an hour and a half of rapid reading in Medieval Latin authors. The aims of the course are to train students to read Latin with greater confidence and ease, and acquaint them with a rich field of source material. Recommended to students of Medieval Institutions and Culture (History 23), required of Latin majors; open to those who have had 1-a or an equivalent. No outside preparation is required. *Time arranged to suit convenience of class*. 2 s.h.

PROFESSOR ROSBOROUGH

2^a. Roman Comedy: Plautus and Terence.—Selected plays are read and interpreted, the main objects being to gain an appreciation of Roman comedy, to show its relation to modern comedy, and to acquire a feeling for conversational Latin of everyday life. *M.W.F. at 11*. 3 s.h.

ASSISTANT PROFESSOR GATES AND MR. SLEDD

2^b. Cicero's Letters.—Reading and interpretation of selected letters in the light of Roman social life and political conditions of the late years of the Republic. *M.W.F. at 11*. 3 s.h.

ASSISTANT PROFESSOR GATES

3^a. Tacitus and Suetonius.—Selections from books I-VI of the *Annals* of Tacitus with parallel readings in Suetonius's biography of Tiberius offer much interesting subject matter and at the same time present two important Roman conceptions of history and the historian's task. *M.W.F. at 9:30*. 3 s.h.

PROFESSOR ROSBOROUGH

3^b. Roman Satire.—Juvenal's literary satire will form the basis of the course, and selections from the social satire of Horace and from Persius will be read. *M.W.F. at 9:30*. 3 s.h.

PROFESSOR ROSBOROUGH

4^a. Roman Lyric and Elegiac Poetry.—Catullus, Tibullus, Propertius, and Ovid. Reading and interpretation of selected poems. Notes on the development of these art forms. *T.Th.S. at 8:30*. 3 s.h.

ASSISTANT PROFESSOR GATES

4^b. Roman Philosophy.—Lucretius: *De Rerum Natura* (selections), and readings from the philosophical works of Cicero and Seneca. *T.Th.S.* at 8:30. **3 s.h.** ASSISTANT PROFESSOR GATES

5^a. The Roman Epigram. PROFESSOR ROSBOROUGH
[To be offered again in 1930-31]

5^b. Letters of the Younger Pliny. PROFESSOR ROSBOROUGH
[To be offered again in 1930-31]

FOR SENIORS AND GRADUATES

6^a. Roman Fiction.—The short story and novel of antiquity. The short stories of Apuleius and parts of the *Satyricon* of Petronius form the major part of the reading. Notes on the Milesian tale; its history; characteristics; development as a literary form; and its service as a prototype for subsequent writers, including Boccaccio, Chaucer, La Fontaine, *et al.* **3 s.h.** PROFESSOR ROSBOROUGH

6^b. Early Latin Christianity.—Readings in Tacitus, Pliny, Minucius Felix, Tertullian, Lactantius, Cyprian, Jerome, St. Augustine, *et al.* This course is of value to those whose interests are confined to the subject matter, as well as to those interested from the linguistic point of view. It is primarily a rapid reading course. **3 s.h.**

PROFESSOR ROSBOROUGH

One of the two courses 7 and 8 will be offered in 1929-30.

7. Epic Poetry.—From Vergil as a center, a study is made of the Epic poets from Andronicus and Nævius to Statius. *M.W.F.* at 9:30 (*tentative*). **6 s.h.** ASSISTANT PROFESSOR GATES

8. Roman Dramatic Literature.—The Comedies of Plautus and Terence. The Tragedies of Seneca. A rapid reading course combined with notes on Roman drama and the development of Latin forms and syntax. *M.W.F.* at 9:30 (*tentative*). **6 s.h.** ASSISTANT PROFESSOR GATES

9. Vulgar Latin.—An introductory study of the everyday language of the middle classes of the Latin-speaking world from 200 B.C. to the time when its descendants, the Romance languages, may be differentiated from it and from one another, about 600 A.D. Of interest to students of Latin and Romance philology. Three hours a week throughout the year. **6 s.h.** PROFESSOR ROSBOROUGH

For further courses for Graduates see the announcement of the Graduate School.

COURSES OF GENERAL INTEREST

The following courses are open to students whose primary interest may or may not be in Latin. To the former they are complementary, while to the latter they are of interest in the general subjects of literature, history, and art.

12. Latin Literature in English Translation.—Roman Literature of the Republic (first semester); Roman Literature of the Empire (second semester). This course consists of a study of the History of Latin Literature and the reading of Latin authors in the best English translations. There is no ancient language requirement for admission. The course may not be substituted for a foreign language requirement. Open to students who have completed six semester-hours in any one of the following literatures (exclusive of courses for beginners and of grammar and composition courses): Greek, Latin, Romance Languages, English, and German. Credit of 3 semester-hours will be given for one semester's work in this course. *M.W.F. at 11. 6 s.h.*

PROFESSOR ROSBOROUGH

13. Roman Civilization.

[Not offered in 1929-30]

14. Introduction to Roman Archaeology.

[Not offered in 1929-30]

It is recommended that Latin majors take course 15 as early in their career as feasible.

15^a. The Roman Republic.—An historical survey of the rise and development of social and governmental institutions of Republican Rome. Open to all students. *T.Th.S. at 8:30. 3 s.h.*

PROFESSOR ROSBOROUGH

15^b. The Roman Empire.—The foundation of the Imperial System, its progress and decline. In this survey of the Empire from the accession of Augustus to the death of Justinian more especial attention will be devoted to the Augustan Age and succeeding years down to the death of Marcus Aurelius, this being a period rich in literary and cultural attainment. Open to all students. *T.Th.S. at 8:30. 3 s.h.*

PROFESSOR ROSBOROUGH

DEPARTMENT OF MATHEMATICS

PROFESSORS FLOWERS, MARKHAM, RANKIN, AND ELLIOTT, ASSISTANT PROFESSORS PATTERSON, ROBISON, ALDRIDGE, HICKSON, AND MILES, AND MESSRS. ARNOLD, CLARKSON, PETTIS, AND MISS STOKES

Students may elect any of the courses offered in this department for which they have had sufficient preparation. Professors Hickson and Miles will probably offer courses which we are unable to announce at the present time.

1^a. College Algebra.—The work in algebra comprises principally the more advanced portions of algebra, including the binomial theorem, variation, theory of equations, etc. *Each semester, M.W.F. at 9:30, 11; T.Th.S. at 8:30, 9:30, 11. 3 s.h.*

STAFF

This course is required of all students. Students found deficient in elementary algebra may be required to review this before registering for Mathematics 1^a.

1^a. Solid Geometry.—Given second semester on sufficient demand.

STAFF

This course carries elective credit only.

2^a. Plane Trigonometry.—Trigonometric formulas, theory of logarithms, solution of right and oblique triangles, and special problems. This course is given each semester, but the enrollment is limited to 25 for each of the two periods in the first semester. *First semester, M.W.F. at 11; T.Th.S. at 11. Second semester, M.W.F. at 9:30, 11; T.Th.S. at 8:30, 9:30, 11. 3 s.h.*

STAFF

Prerequisite, except by special permission of the department, course 1^a. Course 2^a is required of all students.

2^b. Analytic Geometry.—This course includes the definitions, equations, and properties of the straight line and conic sections in rectangular coordinates, parametric equations of loci, tangents, normals, etc., and transformations of coordinates, the general equation of the second degree. *Each semester. First semester, M.W.F. at 8:30. 3 s.h.*

PROFESSORS RANKIN AND ELLIOTT, AND ASSISTANT PROFESSORS
ROBISON, PATTERSON, HICKSON, AND MILES

Prerequisite, course 2^a.

A special course consisting of Mathematics 1^a, 2^a, and 2^b is given for engineering Freshmen. *M.W.Th.F.S. at 9:30.*

3^a. Differential Calculus.—*Each semester, M.W.F. at 8:30, and Th. at 2. 4 s.h.*

PROFESSORS RANKIN AND ELLIOTT, AND ASSISTANT PROFESSORS
PATTERSON, ROBISON, HICKSON, AND MILES

Prerequisite, course 2^b.

3^b. Integral Calculus.—*Each semester, M.W.F. at 8:30, and Th. at 2. 4 s.h.*

PROFESSORS RANKIN AND ELLIOTT, AND ASSISTANT PROFESSORS
PATTERSON, ROBISON, HICKSON, AND MILES

Prerequisites, courses 2^b and 3^a.

FOR SENIORS AND GRADUATES

4^a. Theory of Equations and Determinants.—*M.W.F. at 11. 3 s.h.*

ASSISTANT PROFESSOR PATTERSON

4^b. Modern Higher Algebra.—A study of linear dependence, solution of a set of linear equations. Study of matrices, linear transformations, invariants of linear transformations, bilinear forms. Text: Bocher's *Introduction to Higher Algebra*. **3 s.h.**

ASSISTANT PROFESSOR ROBISON

5. Advanced Calculus.—This course is a study of the processes of the calculus, their meanings and applications. It is designed to furnish a necessary preparation for advanced work in analysis and applied mathematics. Prerequisite, course 3. *M.W.F. at 9:30. 6 s.h.*

PROFESSOR ELLIOTT

6. Differential Equations.—A study of the more common types of ordinary differential equations with emphasis on geometrical interpretations and applications to geometry and physics. Prerequisite, course 3. *First semester, T.Th.S. at 11. 3 s.h.* PROFESSOR ELLIOTT

7. Projective Geometry.—The elements of projective geometry treated synthetically. Introduction to homogeneous coördinates with application to projective geometry. Study of different types of collineations. Prerequisite, analytic geometry and preferably calculus, with which it may, however, be taken simultaneously. *T.Th.S. at 8:30. 6 s.h.*

ASSISTANT PROFESSOR ROBISON

8. Analytic Geometry of Space.—The first part of the course includes the usual subjects treated in rectangular coördinates. Tetrahedral coördinates are then introduced by means of linear transformations, under which various invariant properties are established. An introduction to differential geometry is also included. The course may be conveniently divided into semester courses. Prerequisite, analytic geometry and preferably calculus, with which it may, however, be taken simultaneously. **6 s.h.**

PROFESSOR ELLIOTT

9. Fourier's Series and Spherical Harmonics.—The properties of Fourier's Series and Spherical Harmonics with application to problems of mathematical physics. Prerequisite, Calculus. **3 s.h.**

ASSISTANT PROFESSOR ROBISON

10. Vector Analysis.—This course is a study of the different vector products and the calculus of vectors, with applications to geometry and mechanics. Prerequisite, course 3. *Second semester, T.Th.S. at 11 (tentative). 3 s.h.*

PROFESSOR ELLIOTT

12. History of Mathematics.—A study of the development of mathematics from 3,000 B.C. up to the present. This course deals with the evolution of the following topics: number system, arithmetic, geometry, algebra, trigonometry, analytical geometry, calculus, modern geometry. Brief sketches of the lives of the builders of mathematics will be given. *First semester, T.Th.S. at 9:30. 3 s.h.*

PROFESSOR RANKIN

Prerequisites, courses 3^a, 3^b.

13. Teaching of Mathematics.*—This course is designed primarily for those who intend to teach high school and college mathematics. It deals with the recent changes in methods of studying mathematics. *Second semester, T.Th.S. at 9:30. 3 s.h.*

PROFESSOR RANKIN

Prerequisites, courses 3^a, 3^b.

14. College Geometry.—Modern geometry of the triangle, transversals, harmonic sections, harmonic properties of the circle, inversions, poles, polars, etc. Valuable to teachers of high school geometry. *Second semester. 3 s.h.*

PROFESSOR RANKIN

Prerequisite, courses 2, 3^a.

* This course carries graduate credit for students whose major subject is education.

DEPARTMENT OF PHILOSOPHY

PROFESSOR CRANFORD AND ASSISTANT PROFESSOR RHINE

FOR SOPHOMORES, JUNIORS, AND SENIORS

1. Introduction to Philosophy.—This course is intended to acquaint the student with the nature of philosophical problems and to show how they arise in the mind of the individual. Psychology 1, or its equivalent is a prerequisite for this course, except by special permission. Lectures, assigned readings with reports. *First semester, M.W.F. at 12. 3 s.h.*

PROFESSOR CRANFORD

2. History of Philosophy.—This course gives a general survey of the field of philosophy and considers the leading historical solutions of philosophical problems. Prerequisite, Psychology 1, or its equivalent. Text, lectures, assigned readings with reports. *Second semester, M.W.F. at 12. 3 s.h.*

PROFESSOR CRANFORD

6. Logic.—A study of the fundamental principles underlying all reasoning, both deductive and inductive, and their application in scientific methods of thinking. Textbook, lectures and assigned readings. *Second semester, M.W.F. at 9:30. 3 s.h.*

PROFESSOR CRANFORD

7. An Outline History of Science.—A review of the origin and development of the modern sciences. A general history of scientific method, of the achievement by mankind of analytical and experimental ways of thinking. Two lectures and one discussion hour. *First semester, T.Th.S. at 12. 3 s.h.*

ASSISTANT PROFESSOR RHINE

FOR SENIORS AND GRADUATES

3. The Philosophy of Conduct.—This course attempts a critical inquiry into the fundamental concepts and principles of human conduct. These are approached from the standpoint of nature, psychology, and philosophy. It analyzes the content of moral consciousness and seeks to find the laws that rule in the realm of virtue and finally to discover the ultimate nature of the right. Lectures and textbook. Text used: Everett's *The World of Values*. *First semester, T.Th.S. at 12. 3 s.h.*

PROFESSOR CRANFORD

4. Christian Ethics.—This course attempts a critical inquiry into the fundamental concepts and principles of conduct in the light of Christianity. It seeks to show the practical application of these concepts and principles in a doctrine of Christian virtue and duties. Lectures and textbook. Text used: Smythe's *Christian Ethics*. *Second semester, T.Th.S. at 12. 3 s.h.*

PROFESSOR CRANFORD

5. Idealism.—A survey of idealistic systems of philosophy, with chief emphasis on the more recent developments in idealistic thinking. Lectures and assigned readings with reports. Prerequisite, Philosophy 1 or 2. *M.W.F. at 11. 6 s.h.*

PROFESSOR CRANFORD

8. A Constructive Survey of Modern Science.—An orientation course, designed to present a synthetic view of nature from the data of the modern sciences. It is aimed to be corrective of the tendencies toward over-specialization. Two lectures and one discussion hour. *Second semester, T.Th.S. at 12. 3 s.h.*

ASSISTANT PROFESSOR RHINE

DEPARTMENT OF PHYSICS

PROFESSORS EDWARDS AND HATLEY, ASSISTANT PROFESSORS COLLINS AND NIELSEN, AND ASSISTANTS

The first course in physics deals largely with those fundamental facts and theories concerning the physical universe that are supposed to be of interest to every intelligent man, and the matter presented is within the comprehension of every college student.

The courses in physics after the first year are designed to meet the needs of three classes of students: (1) those desiring to specialize in physics with a view to work in teaching or investigation; (2) those intending to pursue the study of medicine, biology, or chemistry; (3) those looking forward to the study of engineering. The work of the first year is designed to lay a broad foundation for subsequent study.

1. General Physics.—This course stresses neither mathematical processes nor exact measurements. It traces historically and experimentally the development of great principles. The class is divided into four groups according to the ability of the students as judged by various tests. For the purpose of laboratory instruction, the entire class is divided into fifteen sections. Recitation: *T.Th.S. at 9:30, 11, 12.* Laboratory: *M. or T. or W. or Th. or F. 2-4. 8 s.h.*

PROFESSORS EDWARDS AND HATLEY, ASSISTANT PROFESSORS COLLINS AND NIELSEN, AND ASSISTANTS

2. Pre-medical Physics.—A course in general physics designed to prepare students for entrance to medical colleges. Lecture: *M.W.F. at 12.* Laboratory: *M. or T. or W. 2-5. 8 s.h.*

ASSISTANT PROFESSORS NIELSEN AND COLLINS

4. Teachers' Physics.—This course is designed primarily for those intending to teach physics in secondary schools. Enough advanced theory is covered to give some perspective, but special emphasis is placed on a study of method, every-day application of principles, construction of apparatus, the mounting of classroom experiments, and on general laboratory technique. **6 s.h.**

ASSISTANT PROFESSOR _____

Physics 1 or its equivalent is a prerequisite of this course.

5. Household Physics.—A course designed primarily to meet the requirements in physics of students preparing to specialize in domestic science. The course is based on Whitman's *Physics of the Household.* **3 s.h.**

ASSISTANT PROFESSOR _____

If less than ten students elect any one of the three preceding courses, it will not be offered.

6. Physics for Engineers.—A course in general physics which gives special emphasis to engineering problems. Open to Sophomores who have completed trigonometry. Recitation: *M.W.F. at 9:30 and T. at 11.* Laboratory: *M. or T. or W. 2-5. 10 s.h.*

PROFESSOR HATLEY AND ASSISTANT PROFESSOR COLLINS

FOR JUNIORS

The following courses are arranged as undergraduate majors in physics. They require Physics 1, or its equivalent, as a prerequisite.

51^a. Laboratory Physics.—In this course students are taught methods of exact observation and measurement in mechanics, sound, and light. *M.T.W. 2-5. 1 to 3 s.h.*

ASSISTANT PROFESSOR COLLINS

51^b. Laboratory Physics.—A continuation of 51^a into the fields of electricity and magnetism. *M.T.W. 2-5 1 to 3 s.h.*

ASSISTANT PROFESSOR NIELSEN

52. Mechanics and Molecular Physics.—This course covers in a thorough way the more advanced phases of mechanics, heat, and sound which do not require the use of the calculus. *M.W.F. at 12. 6 s.h.*

ASSISTANT PROFESSOR COLLINS

FOR SENIORS AND GRADUATES

The following courses are arranged primarily for senior students, but they are open to graduate students. An elementary knowledge of the calculus and credit for 12 semester hours in Physics is presumed in all of the following courses.

101. Principles of Radio Transmission and Reception.—A course covering the general theory of wave propagation and including a study of induction, capacity, induction coils, oscillatory discharge, high frequency generators and transformers, and the various methods of detecting electromagnetic waves. **6 s.h.**

ASSISTANT PROFESSOR COLLINS

103. Analytical Mechanics.—Geometry of motion; kinematics of a particle and of a rigid body; statics, kinetics, of a particle and of a rigid body; relative motion; Lagrange's equations; general principles of mechanics. *M.W.F. at 9:30. 6 s.h.*

ASSISTANT PROFESSOR COLLINS

105. Physical Optics.—This course is a treatment of the subject of light adapted to the needs of students completing general physics and is of special interest to chemical and pre-medical students. The course is based on *Taylor's Advanced Optics. First semester, M.W.F. at 12. 3 s.h.*

PROFESSOR HATLEY

106. Modern Physics.—A lecture course consisting of a rapid review of the entire field of physics with special emphasis on the outstanding experiments underlying modern physics. *Second semester, M.W.F. at 12. 3 s.h.*

PROFESSOR HATLEY

107. Electricity and Magnetism.—This course covers the fundamental phenomena of direct and alternating currents and magnetism. Starling's *Electricity and Magnetism* is used as the basis of the lectures. Smith's *Electrical Measurements* is used as a guide in the laboratory exercises. Two lectures and one laboratory period a week, throughout the year. **6 s.h.** PROFESSOR EDWARDS

[Under special conditions a credit of either 2 or 4 semester-hours may be arranged.]

108. Thermodynamics.—Thermodynamics is the science on which is based all of the physico-chemical sciences. This introductory course deals with basic principles freed from all unnecessary complications. Hence it covers neither the theory applied to heat engines nor, in detail, the theory of chemical equilibrium. It is in a sense preparatory to such studies. *First semester, M.W.F. at 8:30. 3 s.h.* PROFESSOR EDWARDS

[Offered in alternate years with Physics 107.]

DEPARTMENT OF PSYCHOLOGY

PROFESSOR MCDUGALL AND ASSISTANT PROFESSORS ZENER AND RHINE

PRIMARILY FOR JUNIORS AND SENIORS

1. Introduction to Psychology: General Principles.—Lectures, demonstrations, prescribed reading and reports. *First semester, M.W.F. at 9:30. 3 s.h.* PROFESSOR MCDUGALL AND DRs. RHINE AND ZENER

2. Introduction to Psychology: Experimental and Applied.—A demonstrational introduction to the methods and results of experimental psychology. Attention will be given to the possibilities of their uses in applied fields. *Second semester, M.W.F. at 9:30. 3 s.h.* DR. ZENER

4^a. Introduction to the Psychology of Religion.—See Religious Education 10^a.

4^b. Advanced Psychology of Religion.—See Religious Education 10^b.

12. An Outline History of Science.—See Philosophy 7.

FOR SENIORS AND GRADUATES

10. Social Psychology.—Lectures, readings, and reports. *First semester, M.W.F. at 11. 3 s.h.* PROFESSOR MCDUGALL

11. Abnormal Psychology.—Lectures, readings, and reports. *Second semester, M.W.F. at 11. 3 s.h.* PROFESSOR MCDUGALL

13. A Constructive Survey of Modern Science.—See Philosophy 8.

14. Advanced Experimental Psychology.—A laboratory course designed to give first-hand acquaintance with experimental technique and methodology. *First semester, T.Th. 2-5. 3 s.h.* DR. ZENER

16. Experimental Psychology: Problems and Theories.—An historical survey of experimental psychology, with a critical study of selected theories and problems. *Second semester, M.W.F. at 12. 3 s.h.* DR. ZENER

17. Physiological Psychology: Nerve Conduction and Reflex Action.—A course dealing with the functional properties of the nervous system, emphasizing such topics as the factors influencing nerve growth, the nature of the nervous impulse, the phenomena of facilitation and inhibition, and the different types of reflex action. DR. ZENER
(Not offered in 1929-30)

18. Physiological Psychology: Nervous System and Sense Organs.—A study of the structure of the central and sympathetic nervous systems, and of the structure and physiology of the special sense organs in relation to sensory theory. *First semester, T.Th. at 12, W. 2-5. 3 s.h.* DR. ZENER

19. Genetic Psychology.—A study of the behavior and mental processes of the child from the comparative and developmental points of view. Lectures, assigned reading, reports. DR. ZENER
(Not offered in 1929-30)

DEPARTMENT OF RELIGION

PROFESSORS RUSSELL, SPENCE, CANNON, ORMOND, BRANSCOMB, MYERS,
GARBER, GODBEY, LESOURD, HICKMAN, AND ROWE

The Department of Religion is divided into several sub-divisions. The purpose is to offer courses through which the college student, especially one looking forward to some form of Christian work, may secure a general view of the field of religion, both in theoretical and practical phases. The prerequisite to all courses in religion is a year's course in the English Bible; all other courses are elective.

BIBLICAL LITERATURE

I.—This course includes a general survey of the entire Bible. It is required of all students by the end of the sophomore year, except those in Group IV, and of them before graduation. Enrollment in each section is limited to thirty-five. Sections for men: *M.W.F. at 8:30, 9:30, 11, 12; T.Th.S. at 8:30, 9:30, 11, 12.* Sections for women: *T.Th.S. at 8:30; M.W.F. at 11. 6 s.h.*

PROFESSORS MYERS, SPENCE, CANNON, ORMOND, LESOURD,
HICKMAN, AND ROWE

FOR SOPHOMORES, JUNIORS, AND SENIORS WHO HAVE HAD COURSE I.

2^a. The Prophets of the Old Testament.—A general study of the history and nature of Hebrew prophecy; a detailed study of the message of the outstanding pre-exilic literary prophets. *T.Th.S. at 9:30. 3 s.h.*

PROFESSOR MYERS

2^b. The History and Religion of the Jews to the Roman Period.—Based upon exilic and post-exilic prophecy, wisdom literature, and the earlier apocalypses. *T.Th.S. at 9:30. 3s.h.* PROFESSOR MYERS

FOR SENIORS AND OTHERS BY CONSENT OF THE INSTRUCTOR

3^a. The Life of Jesus.—An attempt to discover the consciousness, purpose, and significance of Jesus as set forth in the Synoptic record. *M.W.F. at 9:30. 3 s.h.* PROFESSOR MYERS
(Prerequisite, Biblical Literature 1)

3^b. The Teaching of Jesus.—An interpretation of the teaching of Jesus, based upon the Synoptics, Matthew receiving principal consideration. *M.W.F. at 9:30. 3 s.h.* PROFESSOR MYERS
(Prerequisite, Biblical Literature 1)

NEW TESTAMENT

FOR SENIORS AND GRADUATES

SR 1^a. The New Testament in Greek.—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. *T.Th.S. at 9:30. 3 s.h.* PROFESSOR BRANSCOMB

SR 1^b. Exegesis of Selected Books of the New Testament.—The books studied will be Galatians, Colossians, and Hebrews. The course will be based on the Greek text. *T.Th.S. at 9:30. 3 s.h.* PROFESSOR RUSSELL

SR 2. The Beginnings of Christianity.—A survey course dealing with the background, the beginnings, and the early history of Christianity. Special attention is given to the creation of the literature of the New Testament. *M.W.F. at 9:30. 6 s.h.* PROFESSOR BRANSCOMB

SR 5. Hellenistic Greek.—A course for students who wish to begin the study of the language of the New Testament. Selections from the New Testament will be read in the second semester. *M.W.F. at 12. 6 s.h.* PROFESSOR BRANSCOMB

OLD TESTAMENT

FOR SENIORS AND GRADUATES

SR 1. Introductory Hebrew.—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. *M.W.F. at 8:30. 6 s.h.* PROFESSOR GODBEY

SR 3. Introduction to the Old Testament.—The course will include, first, the sources of Hebrew history and the chief stages in the political, social, and religious development of the Hebrew and Jewish nations, and second, the origin, literary form, and contents of the books of the Old Testament. *M.W.F. at 8:30. 6 s.h.* PROFESSOR RUSSELL

HISTORY OF RELIGION AND MISSIONS

FOR SENIORS AND GRADUATES

SR 1^a. The Nature and Early Development of Religion.—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. *T.Th.S. at 9:30.* 3 s.h. PROFESSOR CANNON

SR 1^b. Living Religions of the World.—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. *T.Th.S. at 9:30.* 3 s.h. PROFESSOR CANNON

SR 10^a. Expansion of Christianity.—Apostolic missions; conquest of the Roman Empire; winning of northern Europe; the modern missionary era; status of missionary work in important areas; social aspects of missions; missionary biography. *T.Th.S. at 11.* 3 s.h. PROFESSOR CANNON

SR 10^b. Principles of Missions.—The great missionary agencies, their foundation and growth; creation and cultivation of the missionary spirit at the home base; training and work of the pastor; principles and practice of missionary education; organization of the local congregation for its missionary tasks. *T.Th.S. at 11.* 3 s.h. PROFESSOR CANNON

CHURCH HISTORY

FOR SOPHOMORES AND JUNIORS

1. American Christianity.—The aim of this course is to trace the growth of the different branches of the Christian Church in the United States, Canada, and Hispanic-America. Prerequisite, History I or its equivalent. *T.Th.S. at 9:30.* 6 s.h. PROFESSOR GARBER

[Not offered in 1929-30]

FOR SENIORS AND GRADUATES

SR 2^a. Church History to the Reformation.—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. *M.W.F. at 11.* 3 s.h. PROFESSOR GARBER

SR 2^b. History of the Evangelical Movement.—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. *M.W.F. at 11.* 3 s.h. PROFESSOR GARBER

RELIGIOUS EDUCATION

FOR JUNIORS, SENIORS, AND SOPHOMORES BY CONSENT OF THE INSTRUCTOR

1^a. Introduction to Religious Education.—Designed to give the student some acquaintance with the tools and methods of modern religious education, the meaning and significance of scientific procedure, and the psychology of learning as it relates to this field. *M.W.F. at 11.* 3 s.h. PROFESSOR SPENCE

1^b. Age-Group Characteristics.—A study of the different periods of human life with a view to determining the needs and interests of the pupil at each given stage. *M.W.F. at 11. 3 s.h.* PROFESSOR SPENCE

2^b. Religious Drama.—Study and analysis of the best religious drama available. Project work in the writing and production of religious drama and pageants. *M.W.F. at 8:30. 3 s.h.* PROFESSOR SPENCE

FOR SENIORS AND GRADUATES

2^a. Curriculum of Religious Education.—Study of various theories of the curriculum of religious education; conception of the curriculum as enriched and controlled experience. Analysis of existing curricula and critical evaluation of same. *M.W.F. at 8:30. 3 s.h.* PROFESSOR SPENCE

3^a. Curriculum Construction.—This course deals with the processes of research, construction, and experimentation used in curriculum making. Actual curriculum construction will be undertaken. *M.W.F. at 8:30. 3 s.h.* PROFESSOR SPENCE

[Not offered in 1929-30]

3^b. Materials of Character Education.—A study of the Bible and other great religious literature for their contributions to character formation at each given stage of character development. Special emphasis on story material and modern religious poetry. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR SPENCE

[Not offered in 1929-30]

SR 10^a. Introduction to the Psychology of Religion.—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. *T.Th.S. at 8:30. 3 s.h.* PROFESSOR HICKMAN

SR 10^b. Advanced Psychology of Religion.—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, Religious Education SR 10^a or its equivalent. *T.Th.S. at 8:30. 3 s.h.* PROFESSOR HICKMAN

SR 20^a. Administration and Supervision of Religious Education.—Deals with problems of administering and supervising the religious education program of the local church. Designed especially to train ministers and other administrative leaders in religious education. Methods of correlation and integration are considered. *T.Th.S. at 12. 3 s.h.*

PROFESSOR LESOURD

SR 20^b. Religious Education in the Community.—This course considers the larger relations of religious education to public education and other community agencies, and also the need, organization, program, and types of week-day religious education and the vacation church school. *T.Th.S. at 12. 3 s.h.*

PROFESSOR LESOURD

SR 21^a. Principles and Program of Character Education.—Theory and methods of character education. Study of experiments made in this field. While primary consideration is given character building in religious education the development of character education in the public schools will also be carefully surveyed. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR LESOURD

SR 21^b. Religious Education in the Home.—Deals with special problems in connection with making the home an effective religious educational agency. Study of family relationships, worship habits, attitudes, and ideals. Coöperation of the home with other agencies in the moral and religious development of the child. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR LESOURD

SR 23^b. Surveys, Tests, and Measurements.—Study of the methods of getting the facts in religious education. Consideration of underlying principles, techniques, and available materials. Special attention to procedure in a local church. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR LESOURD

[Not offered in 1929-30]

SR 25^a. Research in Religious Education.—For advanced students and especially those majoring in religious education. Offers direction in the use of various techniques and methods for both field and library investigations. (All professors in the department are available for special counsel.) *T.Th.S. at 12. 3 s.h.*

PROFESSOR LESOURD

[Not offered in 1929-30]

SR 25^b. Philosophy of Religious Education.—For advanced students interested in problems growing out of the philosophical implications of religious education. Critical examination of various theories and principles underlying modern procedure in religious education. Prerequisite, Religious Education 1^a. *T.Th.S. at 12. 3 s.h.*

PROFESSOR LESOURD

[Not offered in 1929-30]

THE COUNTRY CHURCH

FOR SOPHOMORES, JUNIORS, AND SENIORS

1^a. Introductory Sociology.—This course is of general interest and is designed to introduce the student to the principles and practices of human association. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR ORMOND

1^b. Rural Sociology.—A study of rural conditions in relation to social welfare, existing rural ideals, observation of rural tendencies and movements, and rural betterment through social adjustments. Prerequisite, The Country Church, 1^a. *M.W.F. at 8:30. 3 s.h.*

PROFESSOR ORMOND

FOR SENIORS AND GRADUATES

20^a. The Church and Rural Sociology.—A study of the religious, social, educational, and economic conditions of the country; the historical development of the church in the midst of rural social relations; an attempt to discover the present social obligation of the church. *T.Th.S. at 8:30. 3 s.h.*

PROFESSOR ORMOND

20^b. Rural Church Administration.—This course deals with the functions of the rural church; the minister's attitude toward rural life, his mission to the rural people, as well as his service in managing the organization of and supervising the church program. *T.Th.S. at 8:30. 3 s.h.*

PROFESSOR ORMOND

DEPARTMENT OF ROMANCE LANGUAGES

PROFESSORS WEBB, COWPER, AND JORDAN, ASSISTANT PROFESSOR YOUNG, MR. STEINHAUSER AND MR. CAMPBELL, AND MR. MADEN

The elementary and introductory courses in French are for the general student and seek to impart a reading knowledge of standard French. Courses 9 and 5 offer systematic training in the French language. They prepare for university courses where French is used in class, for foreign study, and for teaching French. The literary courses are devoted to the systematic study of classical and modern French literature. Advanced students are offered an introductory course in Old French Philology and Literature.

The first two courses in Spanish are for the general student. They are designed to give a reading knowledge and a sound beginning in the use of the language. The remaining courses afford the opportunity to continue the study of the Spanish language and of Spanish and Spanish-American literature through four years.

An intensive course in Italian is offered to well-qualified language students.

Owing to the large number of applicants for enrollment in the French and Spanish courses, it is necessary to limit the number admitted. Students are admitted into each section or class in the order of application until the established maximum is reached.

FRENCH

FOR ALL STUDENTS

1^a. Elementary French.—Pronunciation, grammar to include regular verb forms and common irregular verbs, translation. Section 1 (women), *M.W.F. at 8:30*; sections 2, 3, and 4 respectively, *T.Th.S. at 8:30, M.W.F. at 12, T.Th.S. at 12. 3 s.h.*

PROFESSOR JORDAN, MR. CAMPBELL, AND MR. MADEN

1^b. Elementary French.—Completion of the irregular verb, composition, dictation, and translation of simple French. *Hours of meeting the same as for the first semester. 3 s.h.*

PROFESSOR JORDAN, MR. CAMPBELL, AND MR. MADEN

2^a. French Prose.—Grammar review, dictation, composition, reading and translation of selected works of modern French authors. Section 1

(women), *T.Th.S. at 8:30*; section 2, *M.W.F. at 9:30*; section 3, *T.Th.S. at 12*; section 4, *M.W.F. at 8:30*; section 5 (women), *M.W.F. at 9:30*; section 6, *M.W.F. at 9:30*; section 7, *M.W.F. at 11. 3 s.h.*

PROFESSORS WEBB, COWPER, AND JORDAN, ASSISTANT
PROFESSOR YOUNG, AND MR. CAMPBELL

2^b. French Prose.—Dictation, composition, reading and translation of selected works of modern French authors. *Hours of meeting the same as for the first semester. 3 s.h.*

PROFESSORS WEBB, COWPER, AND JORDAN, ASSISTANT
PROFESSOR YOUNG, AND MR. CAMPBELL

7^a. Intermediate French Prose and Poetry.—Selected works of modern French authors. Reports on outside reading. Section 1, *M.W.F. at 12*; section 2 (women), *T.Th.S. at 11*; section 3, *M.W.F. at 9:30. 3 s.h.*

PROFESSORS COWPER AND JORDAN, AND
ASSISTANT PROFESSOR YOUNG

7^b. Intermediate French Prose and Poetry.—Introduction to the literature of the 17th century. Selected works of Corneille, Racine, and La Fontaine. Outside reading and reports. *Hours of meeting the same as for the first semester. 3 s.h.*

PROFESSORS COWPER AND JORDAN, AND
ASSISTANT PROFESSOR YOUNG

FOR JUNIORS AND SENIORS

9^a. French Composition.—Review of grammar. Oral and written composition. *T.Th.S. at 9:30. 3 s.h.*

PROFESSOR COWPER

6^b. The French Romantic Movement.—*T.Th.S. at 9:30. 3 s.h.*

PROFESSOR COWPER

3^b. Poems of Victor Hugo.—*M.W.F. at 12. 3 s.h.*

PROFESSOR WEBB

[Not offered in 1929-30]

4^a. Molière.—*M.W.F. at 12. 3 s.h.*

PROFESSOR WEBB

[Not offered in 1929-30]

11^a. French Drama Since 1850.—Realism in French Drama; the Social Comedy; the problem play. *T.Th.S. at 12. 3 s.h.*

ASSISTANT PROFESSOR YOUNG

11^b. French Drama Since 1850.—The Théâtre Libre; the psychological drama; survival and renewal of Romanticism; the Symbolistic drama; the contemporary stage. *T.Th.S. at 12. 3 s.h.*

ASSISTANT PROFESSOR YOUNG

FOR SENIORS AND GRADUATES

8. French Realism.—Primarily devoted to the novel, this course will trace French realistic technique from its beginnings in the romantic period down to the present century. *M.W.F. at 11. 6 s.h.*

PROFESSOR JORDAN

13. Survey of French Literature.—Selections from the masterpieces of French literature from 1500 to the present day will be studied as the basis for tracing the main currents of the history of French literature. *M.W.F. at 11. 6 s.h.*

PROFESSOR JORDAN

[This course will not be given when French 8 is given.]

5. The French Language.—French phonetics; grammar; composition; dictation; diction; conversation; lectures in French. *T.Th.S. at 9:30. 6 s.h.*

PROFESSOR WEBB

10^a. Old French.—An introduction to the Old French language and literature. Brief study of Old French grammar; reading of extracts from the *Chanson de Roland*; lectures. *T.Th.S. at 11. 3 s.h.*

PROFESSOR COWPER

10^b. Old French.—Types of Old French literature. Reading of typical *Romans d'aventure*; lectures. *T.Th.S. at 11. 3 s.h.*

PROFESSOR COWPER

12. The Eighteenth Century. *L'Encyclopédie, Voltaire, Rousseau, Saint-Pierre, Chateaubriand, Madame de Stael.*—3 s.h.

PROFESSOR COWPER

[Will not be offered when Old French is given.]

ITALIAN

FOR JUNIORS AND SENIORS

1. Italian.—Wilkins, *First Italian Book*; *Italian Folk Tales*; Dante, *Vita Nuova*; Dante, *Divina Commedia*. *M.W.F. at 12. 6 s.h.*

PROFESSOR WEBB

SPANISH

FOR ALL STUDENTS

1^a. Elementary Spanish.—Grammar includes principal parts of speech in their simple applications, regular verbs, and the most common irregular verbs. Reading of simple prose. *M.W.F. at 8:30; T.Th.S. at 11. 3 s.h.*

ASSISTANT PROFESSOR YOUNG AND MR. STEINHAUSER

1^b. Elementary Spanish.—Continuation of course 1^a, including radical changing and irregular verbs and the most common irregular verbs in all

the tenses of the indicative and subjunctive. Reading of simple prose. *M.W.F. at 8:30; T.Th.S. at 11. 3 s.h.*

ASSISTANT PROFESSOR YOUNG AND MR. STEINHAUSER

2^a. Spanish Prose.—Thorough review of grammar, emphasizing the uses of the subjunctive, common idiomatic phrases, and other peculiarities of syntax. Reading of representative texts of modern Spanish. *M.W.F. at 9:30; T.Th.S. at 12. 3 s.h.* MR. STEINHAUSER

2^b. Spanish Prose.—Continuation of course 2^a. Reading of representative texts of modern Spanish. *M.W.F. at 9:30; T.Th.S. at 12. 3 s.h.* MR. STEINHAUSER

3^a. Spanish Literature.—General survey of Spanish literature from the earliest beginnings to the present day, with special emphasis on the fiction and drama of the Golden Age. *T.Th.S. at 8:30. 3 s.h.* MR. STEINHAUSER

3^b. Spanish-American Literature.—Survey of Spanish-American literature, with special emphasis on the practical aspects of Spanish-American life. Advanced composition. *T.Th.S. at 8:30. 3 s.h.* MR. STEINHAUSER

4^a. Spanish Novel.—History of the origins and early types through the classic period. **3 s.h.** MR. STEINHAUSER
[Not offered in 1929-30]

4^b. Modern Spanish Novel.—The Spanish novel from the beginning of the nineteenth century until the present. **3 s.h.** MR. STEINHAUSER
[Not offered in 1929-30]

5. Spanish Conversation and Composition.—Exercises on assigned topics and material. Two hours a week throughout the year. **1 s.h. each semester.** MR. STEINHAUSER

Open on consent of the instructor, to students who are taking or who have taken a course above Spanish 1.

DEPARTMENT OF PHYSICAL EDUCATION

PHYSICAL EDUCATION FOR MEN

DIRECTOR OF PHYSICAL EDUCATION DEHART. ASSISTANT DIRECTORS OF PHYSICAL EDUCATION STEINER, BUCHHEIT, TILSON, CAMERON, AND WHITTED. GYMNASIUM DIRECTOR CARD

Two hours a week of physical exercise and one hour of classroom work are required of all students through the sophomore year. Exclusive of the 126 semester-hours required for graduation, this work counts two semester-hours credit a year towards meeting the requirements for graduation. It is under the immediate direction of the various coaches of the varsity teams. The aim to promote mass athletics

is furthered by placing various supervised sports on a competitive basis.

A careful physical examination of all students is made and recorded and special training to correct physical deficiencies and weaknesses is given.

All students not excused from the regular course because of physical disabilities are required to take part in football, basketball, baseball, track, and swimming through their first year. The classroom work consists of lectures on the rules, methods of training, fundamentals of the sports, etc.

During the sophomore year a student may elect the sport in which he will major and his exercise will consist of work in that sport under the direct supervision of the Director of Physical Education or the Assistant Director who may be in charge of the sport elected as a major. The lectures will cover the methods of coaching the sport elected as a major and physical hygiene.

Calisthenics are used as little as possible and the entire course of work is planned to introduce games and the spirit of competition into the mass form of athletics.

The courses in physical education are designed to meet the increased demand for teachers of physical education and athletic coaching in the public schools.

A regulation costume of white shirt, white trousers, and gymnasium shoes is required.

The several sections meet on the following hours:

Sections 1a and 1b: *M.W.F. at 8:30. 2 s.h.*

Sections 2a and 2b: *M.W.F. at 9:30. 2 s.h.*

Sections 3a and 3b: *M.W.F. at 11. 2 s.h.*

Sections 4a and 4b: *M.W.F. at 12. 2 s.h.*

Sections 5a and 5b: *T.Th.S. at 8:30. 2 s.h.*

Sections 6a and 6b: *T.Th.S. at 9:30. 2 s.h.*

Sections 7a and 7b: *T.Th.S. at 11. 2 s.h.*

Sections 8a and 8b: *T.Th.S. at 12. 2 s.h.*

PHYSICAL EDUCATION FOR WOMEN

MISS GROUT, Director.

MISS MOIZE, Assistant

Two periods of exercise a week are required of all women students through the junior year. In addition, one lecture hour of personal hygiene is required of all freshmen. Although not included in the 126 hours needed for graduation, the above requirements must be met satisfactorily before the end of the senior year.

All students are given a physical and medical examination upon entering and at intervals throughout their college course. Classes in individual gymnastics and moderate sports are arranged for those who should not take the more active work.

ACTIVITIES OFFERED:

Fall term (October to December): Hockey, swimming, tennis, riding, moderate sports, hiking.

Winter term (December to March): Informal gymnastics, Danish gymnastics, apparatus, games, individual gymnastics, folk dancing, clogging, interpretative dancing, swimming, basketball.

Spring term (March to June): Tennis, swimming, riding, baseball, track, and field events, archery.

1. The Teaching of Physical Education.—This course is intended to meet the needs of prospective teachers in the public schools who may wish to assist in physical education. It includes first, a review of personal and school health problems with emphasis on the teaching of hygiene in the public schools; second, discussions and lectures on such topics as the value of play, the psychological and physiological make-up of the school child, objectives, the planning of programs of physical education for different age groups; third, one meeting a week for practice in playing, refereeing, and coaching various games and sports. Two lecture hours and one practice period a week throughout the year. **4 s.h.** MISS GROUT

Open to senior women in the Department of Education and to other Seniors and Juniors by permission of the instructor.

GENERAL REGULATIONS

The academic year is divided into two semesters. The first semester begins September 18; the second, February 1. Commencement is held on Tuesday and Wednesday after the first Sunday in June.

TIME OF ENTRANCE

Patrons of the University and students who intend to enter the freshman class are reminded that the entrance examinations are held at the opening of the first semester in September and that this is the proper time to enter. If an applicant for admission cannot come early in the year, he should wait, except in very unusual cases, until the opening of the next semester. It is important that all students be present on the first day of the session, and those who are late incur the penalties described above in this catalogue under the topic "Admission to College" and below under the sub-topic "Course-Cards." Students who enter after the beginning of the semester are marked absent in the work they have missed in the courses to which they are admitted, and these absences are counted as other absences from class.

MATRICULATION, REGISTRATION, AND ENROLLMENT

All students must appear before the Committee on Admission and obtain cards for admission or examination. Cards of admission must be presented at the treasurer's office at the time of matriculation. All students, both old and new, are required to matriculate at the beginning of each semester and to obtain from the treasurer a certificate of matriculation which serves also as an enrollment card. Students matriculating in either semester at a date later than that prescribed in this catalogue shall pay to the treasurer a penalty of five dollars for late registration. Students whose course-cards have been approved in the spring in the manner provided below are given an opportunity during the summer to matriculate by mail for the first

semester in the fall. No student is admitted to any class without a matriculation card.

RELIGIOUS EXERCISES

Chapel exercises are conducted every week day except Saturday throughout the academic year at ten-thirty A.M., and all students are required to attend these services. During the Saturday chapel period all students meet by classes to confer with their respective faculty class advisers. It is expected that every student will attend public services on Sunday in one of the city churches which he or his parents may select.

NUMBER OF HOURS OF RECITATION WORK

No undergraduate student is allowed to take less than fifteen hours of recitation work a week without special permission of the Faculty.

COURSE-CARDS

Members of the freshman, sophomore, and junior classes are required to submit to the Council on Instruction at a time appointed by the Council not later than May 1 cards showing their selection of courses for the following year. These cards must be approved by the Council. After having been approved, the cards must be filed with the Dean of the College for permanent record. Students in the freshman, sophomore, and junior classes who do not select their courses for the following year at the time appointed by the Council on Instruction have to pay a fee of five dollars to the treasurer of the University before their course-cards may be approved in the fall. Students whose course-cards have been approved but who, for reasons not arising within the University, desire to make a change in the card approved have to pay to the treasurer a fee of one dollar for each change made. Elective courses beyond the number required for a degree may be marked "extra." No course may be dropped without permission of the Faculty.

CLASS-STANDING

A student may not rank as a Senior if he has work back of the junior year or more than one study in the junior class; and

a student may not rank as a Junior if he has work back of the sophomore year or more than one study in the sophomore class.

No student who has any work on which he has previously failed is allowed to enter the senior class as a candidate for graduation.

EXAMINATIONS

Mid-year and final examinations, are held in all subjects in January and May respectively; mid-semester examinations for Freshmen and Sophomores are held in November and March. The examination records, combined with the records made in class-recitations, constitute the student's final grades.

REGULATIONS REGARDING MARKS AND CONDITIONS

The following regulations have been adopted by the Faculty:

1. Marks shall be reported so as to indicate one of five things:

(a) *Passed Without Condition*.—A mark of 70 or over shall indicate that a student has passed a course without condition. Students shall be graded according to the following system: Those who are adjudged exceptional (95 and above), superior (85 to 94 inclusive), medium (76 to 84 inclusive), inferior (70 to 75 inclusive). Normally the number of students adjudged exceptional should not exceed three per cent., and the number adjudged superior should not exceed twenty per cent.

(b) *Conditioned*.—A mark of at least 65 and less than 70 shall indicate that a student is conditioned.

(c) *Incomplete*.—A mark of incomplete may be reported by the instructor if for any reason he is unable to report the final grade at the regular time.

(d) *Failed*.—A mark of less than 65 shall indicate that the student has failed entirely in the course and that in order to receive credit for it he shall be obliged to take it again in class.

(e) *Absent from Final Examination*.—The mark "a" shall indicate that the student was absent from a final examination.

2. A student absent from examination and marked "a," if his absence has been excused by the Dean of the College, may receive an examination on the payment of a fee of five dollars to the treasurer of the University, unless the Dean recommends that the fee be remitted. The Committee on Schedule shall arrange for the examination in cases where absences are incurred and excused, and the grade reported in these cases shall be that earned by the student.

3. Students who are conditioned with a mark of at least 65 and less than 70 may remove the condition by complying with any requirements

that satisfy the department concerned by March 15 following, if the condition was incurred in the first semester, or by Monday of the week in which the University opens, if the condition was incurred in the second semester. All students with conditions or "incomplete" grades who have not satisfied the requirements of the departments concerned and obtained a passing grade by these dates are regarded as having failed on the course concerned and must repeat it in class in order to receive credit for it. When a condition is removed, the instructor shall report a grade of 70; in the case of a student whose grade was "incomplete," the instructor reports whatever grade the student earns.

4. Not more than six semester courses on each of which an average grade of 70 has been made are allowed to count as credit towards the bachelor of arts degree unless the student has made an average grade of 80 or more on all his work. A student thus deficient will not be allowed to carry in his fourth year more than a normal amount of work.

A student is not allowed to become a candidate for the bachelor's degree on three years of work unless he has made an average grade of 85 during the first two years.

Excuses for absences from examination are handled in the same way as excuses for absences from class.

CONDUCT OF STUDENTS

The University expects of its students loyal and hearty co-operation in developing and maintaining high standards of conduct as well as of scholarship. The University therefore reserves the right, and matriculation by the student is a concession of this right, to ask the withdrawal of any student whose conduct at any time is not satisfactory to the University, even though no specific charge be made against the student.

EXCLUSION FOR FAILURES

A student is not permitted to remain in the University in the second semester unless he passes without condition as much as six semester-hours of work in the first semester; he is not permitted to re-enter in September nor to enter the Summer School, if he did not pass without condition at least eighteen semester-hours of work in the previous year.

DEFICIENCIES IN COMPOSITION

The following regulations have been adopted by the Faculty :

1. Any Freshman who is found by the Department of English to be unable to handle satisfactorily the work of composition in English 1

is required to take special work until he is able to do satisfactorily the regular work of English 1.

2. No student who has failed in English 1 or C 2 is permitted to become a special student without continuing his work in composition until he has made up his deficiency in this work.

3. Whenever the work of a student in any subject is satisfactory to an instructor except for gross errors in English, the instructor concerned may hand in a provisional grade only, said grade not to count until the student shall have improved his work in composition to the satisfaction of the English Department; a list of such provisional grades, along with evidence of deficiencies, shall be furnished the English Department each term by the officers in charge of the grades, and a report shall be made by this department when the deficiencies shall have been removed.

4. All instructors are requested to warn their students each semester concerning these regulations.

CANDIDATES FOR ACADEMIC DEGREES

1. A tentative list of all candidates for the bachelor's degree who have no uncles charged against them and a tentative provisional list of all candidates for the degree with unsatisfied conditions named shall be prepared under the supervision of the Dean of the College as early in the college year as possible, be read by him to the Faculty at its first regular meeting in October, be furnished in copy to each department of instruction for information and reference, and also posted in copy on the official bulletin board of the University for the information of the students concerned.

2. Copies of a second such tentative list shall be likewise prepared, read, and distributed by April 15.

3. A final list of all candidates for the degree shall be read by the Dean to the Faculty at its first regular meeting in May and adopted by the Faculty as the final list. After the adoption of this list no name may be added to it.

4. Similar lists of all candidates for the master's degree, with courses counting for credit named, shall be prepared, read to the Faculty, and furnished to all departments concerned by the Dean of the Graduate School on the dates named above.

5. Students who complete during a Summer School the requirements for a degree shall be classified for graduation as of the year following the Summer School in which the work was completed, and their names shall so appear in the catalogue of the University and on the commencement program.

ABSENCES FROM CLASS

Regular and punctual attendance on class-work is required of all students. Absences must be explained to the Dean of the

College. Any student absenting himself without acceptable excuse from his class-work may be disciplined by the Dean at his discretion.

Daily reports of all absences of students from class are made by each instructor and filed in the office of the Dean. A permanent record is kept of the attendance of each student and becomes a part of his general college record.

All absences, whether excused or unexcused, shall be made up to the satisfaction of the department concerned. In case a student has been absent from fifteen per cent. of the exercises scheduled to be held in a course, whether the absences are excused or unexcused, he shall be debarred automatically from the final examination in that subject. Eight absences debar a student from examination in a course meeting three hours a week, ten absences in a course meeting four hours a week. A student incurring three unexcused absences in a three-hour course or four in a four-hour course shall be debarred from final examination in the same manner. In such a case he can not secure permission to stand the final examination except by written approval of the instructor concerned and of the Dean of the College on blanks provided for that purpose. A student thus debarred from examination must repeat the course in class in order to obtain credit for it. A student is counted absent from meetings of a class held before he matriculates at the beginning of a semester. These absences are handled in the same way as are other absences.

Each absence incurred just before or after the Thanksgiving, Christmas, or Easter holidays shall be counted as two absences, excused or unexcused as the case may be.

SCHOLARSHIP REGULATIONS FOR ATHLETIC AND OTHER ORGANIZATIONS

The following regulations have been adopted by the Faculty :

1. Any student who receives less than a passing grade on more than six hours of his required work of the preceding term shall be ineligible to represent the University in any athletic contest, concert, or other public event.
2. Students who are candidates for participation in such contests or events or who are members of organizations engaging in them are required also to be doing satisfactorily the work of the current term.

In order to enforce this requirement the following regulations have been adopted:

(a) No team or organization shall represent the University in a public event until a list of its members has been submitted to the Faculty for approval.

(b) It shall be the duty of the student manager of every team or organization to furnish to the secretary of the Faculty for the use of the Faculty at least four weeks before the first public appearance of the team or organization is scheduled to take place, a written list of all candidates for places on such team or organization.

(c) The names of the candidates for places on any team or organization shall be read to the Faculty at its first regular meeting after the list has been furnished to the secretary, and they shall be recorded in the minutes of the Faculty for that meeting.

(d) If at the time this list is presented to the Faculty or at the next regular meeting of the Faculty thereafter any member of the Faculty shall report that a student who is a candidate for a place on a team or organization is failing in his work, it shall be the duty of the secretary to give the student written notice of this report, specifying the course or courses in which the student is reported as failing. If a student is reported by two or more instructors as failing, he shall be notified that he will not be eligible to represent the University on any team or organization as long as more than one instructor reports him as failing in his academic work.

(e) In case a student manager shall not furnish the secretary of the Faculty with the list of candidates required at the time specified in section (b), the Faculty shall follow the procedure prescribed in sections (c) and (d) when such a list is furnished, and the secretary shall notify any student who is reported by two or more instructors as failing in his work that he will not be eligible to represent the University on any team or organization as long as more than one instructor reports him as failing.

(f) If at any time after this preliminary report is made, a student who was then eligible to represent the College on a team or organization shall be reported by two or more instructors at the same meeting of the Faculty as failing in his work, the secretary shall notify him, specifying in the notice the course in which he is reported as failing, that if he has not removed his deficiency at the end of two weeks, he will be debarred from the team or organization and will not again be eligible to represent the University on a team or organization until he has improved his work so that not more than one instructor reports him as failing.

REGULATIONS GOVERNING ATHLETIC ELIGIBILITY

Duke University is a member of the Southern Intercollegiate Athletic Conference. The athletic eligibility regulations of the University comply with the rules governing members of that Conference.

ABSENCES FROM THE CITY

No student is allowed to leave the city without the permission of the Dean.

ADMINISTRATION OF DISCIPLINE

General oversight of the conduct of students and the administering of discipline are vested in the Dean of the College. The duty of immediate supervision, guidance, and control of the women students is entrusted to the Dean of Women. However, through the expressed willingness of the students to assume the responsibility of maintaining high standards of morals and honor at all times at the University, the student body has properly become in a great degree self-governing in this respect. Two councils, one of men and the other of women, each composed of carefully chosen and duly elected representatives of the student body, exercise the authority granted the students to investigate all cases of misconduct, as well as all other cases of violation of proper student standards and traditions, and to make recommendations of penalties based on their findings. Occasions seldom occur where such recommendations cannot be accepted and enforced.

The student councils have been of great help to the administrative authorities of the University. They do not merely exercise police authority for restraining and punishing evil-doers but also exert a guiding and stimulating influence for the promotion of high ideals of conduct and student relationships.

REGULATIONS REGARDING PUBLIC LECTURES AND OTHER PUBLIC OCCASIONS

All public lectures or addresses and other public events that are given under the auspices of the University or of any organization in any way connected with the University are under the supervision of the Faculty Committee on Public Lectures. All dates and programs must be approved by this committee except in cases where such public occasions have been placed under the supervision of a special committee. To prevent conflicts and to facilitate the work of scheduling the activities of the University, the following regulations have been approved by the Faculty :

(1) The Committee on Public Lectures shall provide each year an official calendar.

(2) No meeting, entertainment, religious service, or athletic contest shall be announced publicly or be entitled to a date at any hour in the day or night unless the occasion has been officially entered in the calendar except in the case of organizations like the Y. M. C. A., the Y. W. C. A., and the literary societies, which have meetings at stated times.

(3) The faculty representative of any organization connected with the University or any member of the Committee on Public Lectures may schedule a public occasion for any date not already taken provided he writes on the calendar under the date he desires the name of the occasion, the hour, and the place of meeting and signs his name under the entry; however, the Committee on Public Lectures shall approve all public events so scheduled and the chairman of this committee shall make known the Committee's approval by signing his name to the calendar-entry under the name of the faculty representative proposing the event before any such public event proposed becomes official, the Committee's approval by signing his name to the calendar shall have exclusive right to the date unless consent of the organization affected is obtained for a change of date or unless the Faculty shall vote to change the date or revoke the right.

(5) The Y. M. C. A. and Y. W. C. A. shall have every Wednesday night, the literary societies shall have every Tuesday night, and other organizations recognized by the Faculty, such as the Historical Society, the Pegram Chemical Club, the Classical Club, the Sigma Upsilon, the Biology Club, Student Volunteer Band, shall have all Monday nights of each month for their meetings and no organization or individuals have a right to take any one of these nights for any public meeting or contest unless the consent of those entitled to the date be obtained or unless the Faculty vote to make a temporary change in the schedule.

(6) These organizations with dates regularly provided have not the right to schedule public meetings for any nights other than these herein mentioned unless no other public meeting is at any time set for the dates they wish, and no one of these organizations with dates already provided has precedence over any other in selecting irregular dates for meeting.

(7) The Faculty representative scheduling any public event shall be responsible for getting due notice to the appropriate University office concerning the place and time of the event so that needed arrangements may be made for it.

REPORTS

Reports of the class attendance records and of the proficiency in studies of each student are sent to his parents or guardians after the examinations at the end of each semester.

MEDICAL CARE

Every student suffering from illness sufficiently serious to prevent his attending classes is expected to notify the Dean's office promptly and to summon the University Physician, Dr. Joseph A. Speed (708 First National Bank Building. Office hours 11 a.m. to 1 p.m., 2:30 to 4 p.m. Telephones F-9941 and F-9942.)

The University Physician will make one call to a student's room at the expense of the University for diagnosis and prescription. In case continued medical attention is needed by the student, he makes his own arrangements either with Dr. Speed or with some other physician. Students may also consult Dr. Speed at his office without charge for minor troubles. The University Physician makes a complete physical examination of all students at the beginning of the academic year and advises special treatment when necessary.

The James H. Southgate Memorial Building contains several rooms designed and set apart as an infirmary for the use of resident women students. A graduate nurse who has general oversight of the health of women students resides in this building.

An infirmary located conveniently near the campus is maintained by the University for the use of resident men students whose condition is not sufficiently serious to warrant hospital treatment. No charges for room, board, and nursing are made to students who are confined to the infirmary for a limited length of time. The infirmary is modernly equipped to meet the needs of students who may be patients there and is under the direct supervision of the University Physician. A graduate nurse is retained in residence at the infirmary during the entire time that school is in session.

The University maintains arrangements with the Watts Hospital whereby students whose illness demands facilities not provided by the infirmary may enter this hospital without charge for room, board, and nursing for a limited time. However, the University does not assume liability for the treatment of chronic diseases or for injuries incurred in athletics.

Watts Hospital is located on an elevation overlooking the city of Durham and is about a ten-minute walk from the cam-

pus. It was built and endowed by the late George W. Watts, a well-known citizen of Durham; the valuation of the hospital property and its endowment amounts to more than a million dollars. The institution is well equipped and is provided with a staff of experienced nurses. The liberal policy of the hospital trustees thus enables Duke University to offer the best facilities for the proper care of all students whose condition needs hospital attention.

SCHOLARSHIPS AND OTHER SOURCES OF AID

SABBATICAL LEAVE

Beginning with the year 1923-24, the University adopted a policy of granting sabbatical leave of absence to members of the Faculty on the following conditions:

1. The President and all members of the Faculty of the rank of professor, associate professor, or assistant professor are potentially eligible, after six years of continuous service, for a leave of absence for one year at half salary or a half year at full salary.

2. The sabbatical privilege is awarded according to seniority of service as established in the roster of instruction as published in the annual catalogue. Each year a certain number of the potentially eligible are declared practically eligible.

3. In case one who is practically eligible for sabbatical leave does not desire to accept the privilege that year, he may exchange with one who is not practically eligible provided the exchange be offered in the order of seniority of service to those who are potentially eligible. If he is unable to arrange such an exchange he shall forfeit his privilege until another six years shall have elapsed.

4. Every participant in the sabbatical privilege must spend his time in pursuits advantageous to his career as a teacher or investigator and must on his return to the University file a written statement of his activities during the period of the leave.

5. The administration of the sabbatical privilege is in charge of the standing committee on instruction.

ENCOURAGEMENT OF RESEARCH

The University awards annually stipends not exceeding five hundred dollars each to encourage research by members of its Faculty. The administration of these awards is supervised by a standing committee of three members of the Faculty appointed annually by the President who is *ex-officio* a fourth member of the committee. The stipends may be expended for the employment of research assistants or for the purchase of books, apparatus, and materials, or for similar purposes.

Applications for these stipends must be in the hands of the Chairman of the Committee on Research by April 1 of the year

previous to the academic year in which the stipend is desired. The decision of the committee is announced by the President of the University at the first regular meeting of the Faculty in May. A member of the Faculty to whom such a stipend is awarded is required to present to the chairman of the Committee on Research within the next twelve months a written report of the progress of his investigations.

UNDERGRADUATE SCHOLARSHIPS

Ten scholarships paying tuition are offered to undergraduates. Five are held by members of the sophomore class and five by members of the junior class. Sophomore scholarships are awarded at the end of the freshman year and junior scholarships at the end of the sophomore year. They are awarded on the basis of the applicant's character and promise as indicated by his work in college.

The University reserves the right to withdraw a scholarship at any time from a student who does not make worthy use of it.

ANGIER B. DUKE MEMORIAL SCHOLARSHIPS

The Angier B. Duke Memorial, Incorporated, awards four scholarships with an annual value of \$250 each to undergraduate students in Duke University. These scholarships are awarded as follows: one on the basis of merit and necessity to an accredited high-school graduate entering the freshman class of Duke University; and one each to a member of the sophomore, junior, and senior classes on the basis of merit, necessity, and worthy individual contributions to university life. The Angier B. Duke Memorial also administers through an advisory committee of the officers of the University a loan fund of \$1,000,000 for undergraduate students.

LOAN FUNDS

In addition to the Angier B. Duke Memorial loan fund, the University administers other endowed loan funds for the benefit of students who are not financially able to meet their expenses. The loan funds are kept by the treasurer as separate and distinct funds from all other endowments and holdings of the University and are used for no other purpose than to

aid worthy students of the University. These funds are administered in accordance with the following regulations :

1. No loan shall be made to a student who violates any of the regulations of the University or whose classwork is not satisfactory to the Faculty.

2. Loans will be made only to students who are taking full courses of study that lead to a degree, and all loans must be arranged for not later than one week after the beginning of a semester.

3. Every applicant for a loan must present with the application such security as the President of the University may approve, and no money shall be advanced before a note with approved security is in the hands of the treasurer of the University.

4. No loan shall be made to defray any other expenses than those incurred during the academic year for tuition, matriculation, and room-rent.

5. Interest at the rate of six per cent. annually shall be charged for all loans of money, and the interest must be paid annually.

SPECIAL TUITION SCHOLARSHIPS

The J. A. Odell, J. M. Odell, George W. Watts, Herbert J. Bass, C. W. Toms, Arthur Ellis Flowers, Heath, Weatherby, Banks-Bradshaw, McMullan, Elisha Cole, E. M. Cole, John T. Ring, A. D. Betts, John W. Neal, Jr., Moore, Buchan, Parrish, and Mary Newby Toms scholarships are open to undergraduate students.

SONS AND DAUGHTERS OF MINISTERS

The sons and daughters of ministers are exempt from paying tuition ; they are required to pay all other college fees.

CANDIDATES FOR THE MINISTRY

Candidates for the ministry who are not sons of preachers are required to give their notes for tuition. If they enter the regular ministry within three years after leaving college, these notes will be surrendered to them; otherwise the notes will be collected.

INFORMATION AND REGULATIONS CONCERNING FEES AND EXPENSES

The following tables show the general fees and charges collected from all students and the special fees collected from those taking courses in the sciences. All fees for each semester are due and payable, unless otherwise specified, at the time of registration at the beginning of that semester, and no student is admitted to classes until his fees have been paid.

GENERAL FEES

Matriculation, per semester.....	\$25.00
Tuition, per semester.....	50.00
‡Room rent, per semester.....	50.00
Athletic fee, admitting students to all athletic contests held on the University grounds, per semester.....	5.00
†Damage, payable annually at the time of first registration.....	1.00
Medical fee, payable annually at beginning of the second semester	1.00
Commencement fee, payable annually at the beginning of the second semester	3.00
Publication Fee:	
First semester.....	2.50
Second semester.....	3.00
Diploma, payable by candidates for degrees at the beginning of the second semester; refunded if the diploma is not awarded.....	5.00

For further information concerning room rent see below under the topic "Rooms and Conditions of Renting Them."

LABORATORY FEES

Biology 1, per semester.....	\$2.50
Biology 2, per semester.....	3.00
Biology 3, per semester.....	7.50
Biology 4, per semester.....	4.00
Biology 5, per semester.....	3.00
Biology 6, per semester.....	3.00
Biology 8, per semester.....	3.00

* The reservation fee of \$5.00, payable on or before August 1, is deducted from the rent for the first semester.

† Any surplus remaining in this fund at the end of a year is applied to some student activity.

‡ See "Charges for Rooms."

Chemistry 1 and 2, per semester.....	6.00
Chemistry 3 and 4, per semester.....	6.00
Chemistry 5, per semester.....	7.50
Chemistry 6 and 15, per semester.....	6.00
Chemistry 31 and 41, per semester.....	6.00
Chemistry 42 and 43, per semester.....	7.50
Chemistry 51 and 52, per semester.....	7.50
Chemistry 62, per semester.....	6.00
Electrical Engineering 1, per semester.....	2.00
Electrical Engineering 2, per semester.....	1.00
Mechanical Engineering 1, per semester.....	1.00
Physics, all courses, per semester.....	2.00
Surveying, per semester.....	1.00

TEACHERS TAKING COLLEGE COURSES

Teachers in near-by schools taking one or more courses are required to pay a registration fee of \$3.00 and a tuition fee of \$1.50 per semester-hour of credit in addition to any regular laboratory or other fees collected from regular students taking the courses.

ROOMS AND CONDITIONS OF RENTING THEM

The itemized statement in the general table of expenses includes the care of rooms, in which everything essential in the way of furniture is provided. All rooms are provided with heat, water, and electric light. Each student furnishes his own blankets, sheets, pillow-slips, towels, and pillows. Students must furnish their own electric lamps, which can be purchased from the University store.

Rooms for a given year may be engaged at the treasurer's office at any time before May 15 of the preceding year. Every student who wishes to retain his room for the succeeding year must notify the treasurer's office on or before May 15. All rooms which have not been signed for on or before May 15 will be considered vacant for the succeeding year. A reservation is canceled, and the University is free to rent the room to other students, unless a deposit of \$5.00 for each proposed occupant, in part payment of the rent, is made by August 1. When a room is once engaged by a student, no change will be permitted except with the consent of the treasurer. Leaving one room and occupying another without such permission is strictly against the rule and will render the offender liable to

full charge for both rooms for the entire semester. No occupant is permitted to rent or sublet a room to another occupant.

Students must secure their own room-mates and furnish the names of the room-mates to the treasurer's office at the time of the engagement of the rooms. The University does not assume the responsibility of selecting and assigning room-mates, though it will gladly render any assistance possible in the matter.

REGULATIONS REGARDING ROOMS

A fine of \$2.00, payable to the treasurer of the University, shall be charged to any student who has moved furniture from one room to another without permission from the University authorities.

A fine of \$2.00, payable to the treasurer of the University, shall be charged to the occupants of any room in which the permanent lighting fixtures have in any way been altered or changed. A like fine shall be imposed upon the occupants of any room with lights having a total capacity of more than 100 watts.

A fine of \$5.00, payable to the treasurer of the University, shall be charged to any student moving from one room to another upon the campus without permission from the University authorities.

CHARGES FOR ROOMS

Aycock Hall contains sixty rooms. These rooms are arranged to accommodate two students each, in which case the rent is \$30.00 per semester for each student. When occupied by more than two students the price is \$30.00 per semester for each student, and when occupied by only one student the price is \$60.00 per semester.

Jarvis Hall contains sixty-six rooms. A number of rooms in this dormitory are so arranged that they may be rented in suites. The charges for rooms in this building are the same as those for Aycock Hall.

The Inn contains forty-five rooms. The charges for rooms in this building are the same as those for Aycock and Jarvis Halls.

Branson Hall contains thirty rooms. The charges for rooms in this building are \$25.00 per semester for each student, when occupied by two students. When occupied by only one student the price is \$50.00 per semester.

NEW DORMITORIES

Dormitories Numbers 1, 2, 3, 4, and 5 containing ninety student rooms each are identical in construction and convenience. These rooms are arranged to accommodate two students each, in which case the rent is \$50 per semester for each student, and when occupied by only one student the price shall be \$100 per semester.

BOARDING HALLS

Beginning with the academic year 1927-28 the University opened its dining hall in the College Union with accommoda-

tions for all the resident men students. Board is furnished to the students at actual cost, and may be secured at the Union for \$23.80 per month of twenty-eight days. The College Union is the logical center of student activities and all male students are advised to board in its supervised halls.

In addition to the University dining hall there are private boarding houses at which board can be secured at from \$5.50 to \$7.00 per week.

PUBLICATION COUNCIL

The Publication Council was authorized by the Trustees at the mid-year meeting in 1926-27. This council has control of the undergraduate publications. It is to be composed of members of the faculty appointed by the President, two alumni elected by the Alumni Council, representatives of the student body and the different publications. A publication fee of \$5.50 was authorized by the Trustees to be collected from each undergraduate, \$2.50 payable at the beginning of the fall semester and \$3.00 at the beginning of the spring semester.

JAMES H. SOUTHGATE MEMORIAL BUILDING

The James H. Southgate Memorial Building contains sixty-six dormitory rooms. Young women occupying these rooms are required to take their meals in this building. Each student furnishes her own blankets, sheets, pillow-slips, and towels. The price for room and board is \$300.00 for the academic year, payable quarterly, \$75.00 on matriculation at the opening of the academic year in September, and \$75.00 respectively on December 1, February 1, and April 1.

LAWS REGULATING PAYMENTS

The Executive Committee of the Trustees of Duke University has enacted the following regulations, which govern the payment of all fees due the University:

1. The president and the treasurer of the University have no authority to suspend, or in any way alter these regulations.
2. Matriculation and tuition fees are never refunded.
3. Any student who has failed to pay his bills on the dates advertised in the catalogue is denied the right to attend classes until his account is settled in full.

4. No student is considered by the faculty as an applicant for graduation until he has settled with the treasurer for all of his indebtedness to the University.

5. No student is allowed to stand the mid-year or final examinations of the academic year who has not settled all his bills with the treasurer of the University.

When a student wishes his bills sent to his parent or guardian, the student or his parent or guardian must so notify the treasurer of the University in writing in due time, but this in no way releases the student from liability to established penalties if his bills are not paid on the dates advertised.

TRANSCRIPTS

Students desiring to transfer from Duke University to another institution are entitled to one transcript of their record. A charge of one dollar is made for each additional copy.

ESTIMATED EXPENSES FOR AN ACADEMIC YEAR

The necessary expenses of a student are moderate; the University dormitories provide thoroughly comfortable and wholesome living conditions at a minimum cost, while all charges made by the University have been kept low. Incidental expenses depend naturally upon the tastes and habits of the individual. The following tables give the necessary college expenses for one year.

	LOW	MODERATE	LIBERAL
Tuition	\$100.00	\$100.00	\$100.00
Matriculation	50.00	50.00	50.00
Room-Rent	50.00	60.00	100.00
Board	200.00	225.00	250.00
Laundry	20.00	25.00	30.00
Books	22.50	30.00	45.00
Commencement Fee	3.00	3.00	3.00
Athletic Fee	10.00	10.00	10.00
Damage Fee	1.00	1.00	1.00
Medical Fee	1.00	1.00	1.00
Publication Fee	5.50	5.50	5.50
Total*.....	\$463.00	\$510.50	\$595.50

Students who hold scholarships or other exemption from tuition will deduct one hundred dollars from the above totals.

* This table is based on the cost for the year 1928-29.

HONORS AND PRIZES

HONORS

All students in the freshman and sophomore classes who make an average of 90 or above are given honors.

Students who have shown exceptional attainments in a group of studies covered by the work of one of the departments of the University may become candidates for honors in that department at graduation.

Any department may at its discretion each year offer work the satisfactory completion of which will be one of the requirements for honors. This work shall be in addition to that required for graduation and may take the form either of additional work done in conjunction with the regular courses of the department, or of work independent of such courses. In quantity it shall be at least equivalent to that required for two semester-hours of credit in an advanced course.

The granting of department honors shall be dependent on the fulfillment of the following requirements:

1. In order to be eligible for honors in a department a student must, by the end of the senior year, have completed, with a average grade of at least 90, twenty-four (if department prefers, eighteen) semester-hours of work taken in that department after the freshman year. The student must obtain, on or before October 15 of the senior year, the approval of the head of the department of the courses that constitute the eighteen or twenty-four semester-hours required.

2. The student must enroll for the honors work of the department on or before October 15 of the senior year and must complete this work satisfactorily by the end of the senior year.

3. No student may enroll for the honors work of a department if he is carrying a schedule of regular courses in his senior year in excess of thirty-two semester-hours.

4. No student may enroll for the honors work in more than one department.

5. Those students who make an average grade of 95 in as many as twenty-four semester-hours (eighteen if the department prefers) in courses as above described and complete satisfactorily the honors work prescribed by the department are given highest honors.

The degree of bachelor of arts or bachelor of science with distinction is conferred under the following rules:

Students who have completed as much as three years of their college work in Duke University and who have attained an average grade of 90 are recommended for a degree *magna cum laude*; those who have attained an average grade of 95 are recommended for a degree *summa cum laude*.

MEDALS AND PRIZES

The Wiley Gray Medal was established by the late Robert T. Gray, Esq., of Raleigh, North Carolina, to be awarded annually in memory of his brother. It is given for the graduating oration that shall be, in the opinion of a committee appointed on the day of Commencement, the best speech, with respect to both declamation and composition.

The Fortnightly Club offers annually cash prizes for the best literary productions by undergraduate students of the University.

The Debate Council has authorized the awarding of medals to members of the graduating class who have represented the University in at least two intercollegiate debates. The medals are given by the local chapter of the Tau Kappa Alpha fraternity.

The Southern History Prize is awarded each year for the best essay submitted dealing with a subject relating to Southern History. The prize is twenty-five dollars in cash donated by an anonymous friend of the University. The competition for the prize is conducted under regulations adopted by the Trinity College Historical Society.

The Robert E. Lee Prize is the gift of Reverend A. W. Plyler, of the class of 1892, and of Mrs. Plyler. The sum of one hundred dollars is awarded annually at Commencement, preferably to that member of the senior class who in character and conduct, in scholarship and athletic achievement, in manly virtues and the capacity for leadership has most nearly realized the standard of the ideal student.

The Dean of the College, the Graduate Manager of Athletics, and the President of the Student Council constitute a committee to draft and adopt regulations governing the award.

The Robert Spencer Bell Prize is given by Mr. James A. Bell of the class of 1886 in memory of his son. The sum of

one hundred dollars is awarded annually at Commencement on much the same general principles as is the Robert E. Lee Prize, except that the Robert Spencer Bell Prize is limited to self-help students, and in making the award greater emphasis is placed on the work of the student in literary societies than on his athletic record.

The George F. Ivey Science Prize, established by Mr. George F. Ivey, is awarded each year for the encouragement of scholarship in physics, biology, and chemistry. The prize is fifty dollars in gold and was awarded the first year in physics, the second year in biology, and the third year in chemistry, and thereafter in this rotation unless otherwise determined by the donor.

The following rules have been adopted for the contest:

I. Any undergraduate student having already passed the first general course of eight semester-hours credit in the department concerned and having registered for an advanced course of not less than six semester-hours credit is eligible to compete for the prize.

II. By the end of the first week in May the department concerned will prepare a list of not more than twenty eligibles. The list must be approved by the Dean of the College and then be submitted to all students in courses above the first course in the department who will select by ballot the names of six candidates for the prize. The faculty of the department, acting as a committee, shall select the winner of the prize from among these six candidates.

III. The decision in every case is to be based upon such considerations as originality, industry, and initiative in executing work as well as upon grades.

IV. No student, having once won this prize, may again compete for it.

Dr. R. C. Parker gave to Duke University a silver cup of Chinese manufacture to be used for the encouragement of scholarship in Physics. The award is made annually by a committee from the Department of Physics acting with the President of the University to that student of Physics 1 who by the end of the academic year is judged to show the greatest promise as a student of Physics. The winner is chosen not only for his mathematical grades, but also for his industry, growth in power of reasoning, originality of point of view, and skill in experimentation. The name of the winner is engraved on the cup, of which he is given possession, subject to certain necessary regulations, until the next award is made.

The Iota Gamma Pi Science Fraternity offers an annual prize of twenty-five dollars to a member of the junior class majoring in science who is judged to be the leading student in the scientific courses of the University. The fraternity submits to the judges a list of students eligible for the prize. The committee of award is composed of the Dean of Men, and one member each from the departments of Biology, Chemistry, Physics, and Engineering. The departments concerned choose their own representatives on this committee. The award is made on the following basis: quality of scientific work, 50 points; personality and general ability, 30 points; quality of work in departments other than scientific, 20 points.

The prize is publicly awarded by the president of the fraternity in Chapel during the second week of May.





DEPARTMENT OF ENGINEERING

DUKE UNIVERSITY

(TRINITY COLLEGE)



ANNOUNCEMENTS FOR 1929-1930

CALENDAR

The academic year is divided into two semesters. The first semester begins September 18; the second, February 1. Commencement is held on Tuesday and Wednesday after the first Sunday in June.

Undergraduate Catalogue contains detailed calendar.

For further information regarding Engineering, address Dr. R. L. FLOWERS, Secretary, Duke University, Durham, N. C.

Courses in Civil and Electrical Engineering

Duke University through the department of engineering of Trinity College offers standard four-year courses in civil and electrical engineering.

The University is situated most advantageously to offer courses in this department. The South and, in particular, the Piedmont section of North Carolina is growing rapidly. Already its progress in building excellent highway systems, in erecting large hotels and office buildings, in city planning, in installing new municipal water and sewerage systems, in developing water power with the extension of power lines, is known throughout the country.

Along with this development, Duke University—through the great foundation set up by Mr. James B. Duke in 1924—is expanding from a small college into a great university. The entire university is now occupying the new buildings erected for the “Co-ordinate College for Women,” while construction work on an enormous scale is going on a mile away on the new 4,500 acre campus. Steel construction, reinforced concrete, railroad yards, sewers, water-supply, concrete highways are all progressing and offer opportunity to the student in engineering to study at first hand the building of a great university extending over a mile in length.

The entire curricula in civil and electrical engineering were recently revised. The fundamentals of all engineering, such as English, mathematics, chemistry, physics, drawing, mechanics, strength of materials, and hydraulics are emphasized. About forty semester-hours are devoted to the major engineering group. The need for engineers to fill administrative positions is recognized by giving the student opportunity to elect subjects in the department of economics and business administration. The curriculum has been planned to prepare men for professional work in civil and electrical engineering—especially design and construction. The rigorous training of an engineering curriculum with proper courses in the department of business administration, affords an excellent preparation for business where men with the engineering type of training are required.

For the civil engineering student there are available complete equipment for the testing of bituminous materials, a large,

well-lighted drafting room with sufficient furniture, an ample supply of excellent surveying instruments and some equipment for measuring stream flow. During the next few years, more equipment will be added and laboratories opened as the need arises. The large testing machines, however, will not be added until it is possible to occupy the new campus.

The electrical engineering laboratories contain machinery and instruments for the carrying out of the usual experiments in direct current and alternating current circuits and machinery and high frequency alternating currents. The laboratory is used to supplement the class-room and at present the same instructor carries his class through both the class-room and laboratory work, which is only possible where the classes are limited in size.

The departmental library contains the modern books and periodicals in civil and electrical engineering, with new books being added constantly.

The entire engineering staff hold graduate degrees from leading universities and were chosen particularly for their ability to teach. Instruction is given in small sections, insuring personal attention.

Engineering students are in every sense a part of the student body of Duke University, enjoying the general advantages of the University and being subject to the general rules and regulations.

Selection of engineering students will be made on the basis of character, high school record, and results of placement tests held during Freshman Week. Candidates for the engineering courses should review their mathematics before taking these tests.

ADMISSION TO COLLEGE

GENERAL REGULATIONS

Applicants able to submit certificates of proficiency in subjects accepted for admission to the freshman class from schools whose work has been approved by the University will be admitted without examination, provided these certificates are properly made out on the regular blank provided by the University, signed by the school principal, and presented before or at the opening of the academic year. The applicant must have completed the course of the school from which he comes.

Unless admitted on certificate, every candidate for admission will be examined on the required subjects.

Entrance examinations for the admission of new students will be held on the dates announced in the calendar of the University. All students applying for admission must appear before the Committee on Admission on Friday, September 13, or Saturday, September 14. Students residing in Durham and vicinity are urgently requested to appear before the Committee on Friday. Saturday, September 14, Monday, September 16, and Tuesday, September 17 will be devoted to the registration, sectioning, and classification of new students. New students with advanced standing from other institutions are requested to appear before the Committee on Admission, Tuesday, September 17. Students who register and matriculate later than the dates named in the University calendar must pay the Treasurer five dollars for the privilege.

It is strongly recommended to parents and guardians that all applicants for admission to Duke University be successfully vaccinated against smallpox and typhoid fever before they enter.

REQUIREMENTS FOR ADMISSION

The requirements for admission are defined in terms of units. A unit of credit is allowed for a subject of study pursued throughout an academic year at an accredited high school, if the course has demanded five recitations a week and the prescribed amount of work has been satisfactorily completed. Credit for fifteen units is required for admission to all groups.

The subjects in which credit for admission to the University may be offered and the maximum amount of credit acceptable in each subject are given in the following table:

	UNITS		UNITS
English	4	Botany	1
Latin	4	Zoölogy	1
Greek	3	General Biology	1
German	3	Physical Geography	1
French	3	General Science	1
Spanish	3	Agriculture	2
Mathematics	4	Mechanical Drawing	2
History and Civics	4	Woodwork, Forging, and	
Physics	1	Machine Work	2
Chemistry	1	Household Economics	2
		Commercial Subjects	3

Minimum entrance credits of three units in English, one in history, three in mathematics, and four in foreign language (either all in Latin or two in each of any two of the foreign languages accepted for admission, including Latin) are required of all applicants for candidacy for the bachelor of science degree. However, in case the fifteen units of credit for admission do not include the full requirements of foreign languages, the student is given an opportunity during his freshman year to make up the deficiency.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL OR ELECTRICAL ENGINEERING

The requirements for the degree of bachelor of science are designed for students who enter College with the purpose of preparing for civil or electrical engineering as a profession and lead to the degree of bachelor of science in civil engineering (B.S. in C.E.), or bachelor of science in electrical engineering (B.S. in E.E.).

Either of these degrees requires one hundred and thirty-eight semester-hours of work. Six semester-hours of electives must be taken in economics or political science. If a foreign language is elected it must be taken two years unless a student has sufficient entrance credits to enable him to pursue a more advanced course.

CIVIL ENGINEERING

Freshman Year

FIRST SEMESTER

SECOND SEMESTER

	S. H.		S. H.
Chemistry 1	4	Chemistry 1	4
English	3	English	3
Mathematics 1a, 2a	5	Mathematics 2a, 2b	5
Bible 1	3	Bible 1	3
Drawing CE1	2	Drawing CE2	2
Physical Education	R	Physical Education	R
	<hr/>		<hr/>
	17		17

Three weeks of Surveying CE10 in summer. Credit, 3 semester-hours.

Sophomore Year

English	3	English	3
Mathematics 3a	4	Mathematics 3b	4
Physics for Engineers	5	Physics for Engineers	5
Surveying CE11	2	Mechanics CE6	4
Descriptive Geometry CE3.....	2		
Physical Education	R	Physical Education	R
	<hr/>		<hr/>
	16		16

Junior Year

Electrical Eng. EE1a	3	Hydrology CE22	3
Hydraulics CE7	4	Strength of Materials CE8.....	3
Materials CE9	2	Curves and Earthwork CE12...	3
Highways CE15	2	Surveying CE14	3
Electives	6	Electives	6
	<hr/>		<hr/>
	17		18

Senior Year

Water Supply CE23	2	Sewerage CE24	2
Structures CE31	3	Structures CE32	4
Reinforced Concrete CE33.....	3	Masonry CE34.....	3
Railroad Engineering CE17.....	3	Highways CE16	2
Electives	6	Electives	6
	<hr/>		<hr/>
	17		17

ELECTRICAL ENGINEERING

Freshman Year

FIRST SEMESTER		SECOND SEMESTER	
	S. H.		S. H.
Chemistry 1	4	Chemistry 1	4
English	3	English	3
Mathematics 1a, 2a	5	Mathematics 2a, 2b	5
Bible 1	3	Bible 1	3
Drawing CE1	2	Drawing CE2	2
Physical Education	R	Physical Education	R
	<hr/>		<hr/>
	17		17

Three weeks of Surveying CE10 in summer. Credit, 3 semester-hours.

Sophomore Year

English	3	English	3
Mathematics 3a	4	Mathematics 3b	4
Physics for Engineers	5	Physics for Engineers	5
Mechanism ME1	2	Mechanics CE6	4
Descriptive Geometry CE3.....	2		
Physical Education	R	Physical Education	R
	<hr/>		<hr/>
	16		16

Junior Year

Princ. of Elec. Eng. EE1.....	4	Princ. of Elec. Eng. EE1.....	4
Hydraulics CE7	4	Strength of Materials CE8.....	3
Differ. Equations	3	Elec. Measurements	3
Thermodynamics ME2	3	Thermodynamics ME2	3
Electives	3	Electives	3
	<hr/>		<hr/>
	17		16

Senior Year

Direct Currents EE2	3	Electrical Machinery EE4	6
Alternating Currents EE3	3	Electric Power Stations EE8..	3
Elec. Transmission EE5b.....	3	High Freq. Currents EE7.....	3
High Freq. Currents EE7.....	3		
Electives	6	Electives	6
	<hr/>		<hr/>
	18		18

INFORMATION AND REGULATIONS CONCERNING FEES AND EXPENSES

The following tables show the general fees and charges collected from all students and the special fees collected from those taking courses in the sciences. All fees for each semester are due and payable, unless otherwise specified, at the time of registration at the beginning of that semester, and no student is admitted to classes until his fees have been paid.

GENERAL FEES

Matriculation, per semester.....	\$25.00
Tuition, per semester.....	50.00
Room rent, per semester.....	50.00
Athletic fee, admitting students to all athletic contests held on the University grounds, per semester.....	5.00
†Damage, payable annually at the time of first registration.....	1.00
Medical fee, payable annually at beginning of the second semester	1.00
Commencement fee, payable annually at the beginning of the second semester	3.00
Publication Fee:	
First semester.....	2.50
Second semester.....	3.00
Diploma, payable by candidates for degrees at the beginning of the second semester; refunded if the diploma is not awarded.....	5.00

For further information concerning special fees, etc., see Undergraduate Catalogue.

ESTIMATED EXPENSES FOR AN ACADEMIC YEAR

The necessary expenses of a student are moderate; the University dormitories provide thoroughly comfortable and wholesome living conditions at a minimum cost, while all charges made by the University have been kept low. Incidental expenses depend naturally upon the tastes and habits of the individual. The following tables give the necessary college expenses for one year.

† Any surplus remaining in this fund at the end of a year is applied to some student activity.

	LOW	MODERATE	LIBERAL
Tuition	\$100.00	\$100.00	\$100.00
Matriculation	50.00	50.00	50.00
Room-Rent	50.00	60.00	100.00
Board	200.00	225.00	250.00
Laundry	20.00	25.00	30.00
Books	22.50	30.00	45.00
Commencement Fee	3.00	3.00	3.00
Athletic Fee	10.00	10.00	10.00
Damage Fee	1.00	1.00	1.00
Medical Fee	1.00	1.00	1.00
Publication Fee	5.50	5.50	5.50
Total*	\$463.00	\$510.50	\$595.50

DEPARTMENT OF ENGINEERING

ASBURY BUILDING

PROFESSORS HALL, BIRD, SEELEY, AND SCHEALER

DRAWING

CE 1-2. Engineering Drawing.—Orthographic projection, lettering, pictorial representation, intersections, and developments. *T.Th. 2-5. 4 s.h.*
MR. BIRD

CE 3. Descriptive Geometry.—Problems relating to point, line, plane, solid. Prerequisite, CE 1-2. *First semester, T. at 12, F. 2-5. 2 s.h.*
MR. BIRD

MECHANICS

CE 6. Mechanics.—Concurrent forces, parallel forces, non-concurrent and non-parallel forces, centroids, friction, moment of inertia, translation, rotation, work, energy, momentum. Prerequisite, Mathematics 3*. *Second semester, M.W.Th.F. at 11. 4 s.h.*
MR. BIRD

CE 7. Hydraulics.—Hydrostatics; flow of water through orifices, weirs, pipes, and open channels; general principles of water wheels and turbines. Prerequisite, CE 6. *First semester, M.W.F. at 9:30, T. at 12. 4 s.h.*
MR. HALL

CE 8. Strength of Materials.—Elastic bodies under stress; flexure of simple, overhanging, fixed, and continuous beams; columns; combined stresses; etc. Prerequisite, CE 6. *Second semester, M.W.F. at 9:30. 3 s.h.*
MR. BIRD

CE 9. Materials of Engineering.—Study and testing of materials. One class and one three-hour laboratory period weekly. *First semester. 2 s.h.*
MR. BIRD

* This table is based on the cost for the year 1928-29.

CIVIL ENGINEERING

CE 10. Plane Surveying.—Exercise in use of chain, tape, compass, level, transit, and plane-table; surveys and resurveys. Eight hours a day, three weeks. *Summer school.* 3 s.h. MR. HALL

[For fee for this course, see bulletin of the Summer School.]

CE 11. Plane Surveying.—Care and adjustment of instruments, differential and profile leveling, use of sextant, transit surveys. Prerequisite, CE 10. *First semester, M.W.* 2-5. 2 s.h. MR. HALL

CE 12. Curves and Earthwork.—Simple, compound, and easement curves, earthwork computations, and mass diagrams as applied to highway work; observations on Sun and polars for latitude, time, and azimuth. *Second semester, T.Th.S.* at 8:30. 3 s.h. MR. HALL

CE 14. Advanced Surveying.—Field work in connection with course CE 12. Slope staking, earthwork, simple and compound curves; determination of meridian by observations on Polaris and Sun. Concurrent with CE 12. *Second semester, M.W.F.* 2-5. 3 s.h. MR. HALL

CE 15. Highway Engineering.—Location, construction, and maintenance of roads and pavements; dust prevention; road economics. *First semester, T.Th.* at 8:30. 2 s.h. MR. HALL

CE 16. Highway Engineering.—Testing of cement, sand, stone, gravel, and bituminous materials. *Second semester, T.Th.* at 8:30. 2 s.h. MR. HALL

CE 17. Railroad Engineering.—Construction and maintenance of track and track-work, economics, operating conditions affecting location. *First semester, M.W.F.* at 11. 3 s.h. MR. BIRD

CE 22. Hydrology.—Factors affecting precipitation, evaporation from land and water surfaces, relation of precipitation to run-off, estimating run-off, floods and flood flows, applications of hydrology. Prerequisite, CE 7. *Second semester, M.W.F.* at 11. 3 s.h. MR. HALL

CE 23. Public Water Supply.—Quantity and quality of water required, hydraulics of wells, reservoirs, works for purification and distribution of water, tests and standards of purity of water for drinking purposes. Prerequisite, CE 22. *First semester, M.W.* at 12. 2 s.h. MR. HALL

CE 24. Sewerage.—Sewerage systems, rainfall and storm water flow, size of storm and sanitary sewers, sewage disposal. Prerequisite, CE 22. *Second semester, M.W.* at 12. 2 s.h. MR. HALL

CE 31. Steel Structures—Stresses.—Roofs, parallel chord bridges under all types of loads, inclined top chord bridges including sub-divided panels, wind bracing. Prerequisite, CE 6. *First semester, T.Th.* at 9:30, *W.* 2-5. 3 s.h. MR. BIRD

CE 32. Steel Structures—Design.—Built beams, plate girders, tension members, compression members, tension and compression members, end posts, stringers, floor beams, pins, plates, etc. Drafting. Prerequisites, CE 8, 31. *Second semester, T.Th. at 12 and 2-5. 4 s.h.* MR. BIRD

CE 33. Reinforced Concrete.—Theory and design of reinforced concrete beams, slabs, columns. Prerequisite, CE 8. *First semester, M.W.F. at 8:30. 3 s.h.* MR. BIRD

CE 34. Masonry Structures.—Ordinary foundations, dams, retaining walls, arches, piers, abutments. Prerequisites, CE 8, 33. *Second semester, M.W.F. at 8:30. 3 s.h.* MR. BIRD

ELECTRICAL ENGINEERING

EE 1. Principles of Electrical Engineering.—An elementary course covering direct and alternating currents and the fundamental principles of direct and alternating current machinery. This course serves as a general introductory course for electrical engineering students. Prerequisites, Physics for Engineers, Mathematics 3 (or concurrent). *M.W.F. at 12, W. 2-5. 8 s.h.* MR. SEELEY

EE 1^a. Principles of Electrical Engineering.—A short elementary course covering the principles of direct current and alternating current machinery, especially designed for students in civil engineering. Prerequisites, Physics for Engineers. *First semester, T.Th. at 11, F. 2-5. 3 s.h.* MR. SCHEALER

EE 2. Principles of Electrical Engineering: Advanced Direct Current Machinery.—A study of the principles which underlie the design and operation of all types of direct current machinery. Prerequisites, EE 1, Mathematics 3. *First semester, T.Th. at 9:30, T. 2-5. 3 s.h.* MR. SCHEALER

EE 3. Principles of Electrical Engineering: Advanced Alternating Currents.—The algebra of vectors and complex quantities used in electrical engineering. An advanced course in alternating currents and alternating current circuits. Prerequisites, EE 1, Mathematics 3. *First semester, M.W.F. at 11. 3 s.h.* MR. SCHEALER

EE 4. Principles of Electrical Engineering: Advanced Alternating Current Machinery.—The principles underlying the construction and operation of alternating current machinery. A study of synchronous generators and motors, parallel operation of alternators, polyphase and single phase induction motors, series and repulsion motors, synchronous converters, static transformers. Prerequisite, EE 3. *Second semester, M.T.W.Th.F. at 8:30, Th. 2-5. 6 s.h.* MR. SCHEALER

EE 5. Electrical Transmission.—A course of lectures and recitations on the factors involved in the transmission of electrical energy over long

distances and the use of hyperbolic functions in the solution of transmission line problems. Concurrent with EE 3. Prerequisite, EE 1. *First semester, M.W.F. at 8:30. 3 s.h.* MR. SCHEALER

EE 6. Electric Railways.—A course of lectures and recitations relating to the construction, operation, and equipment of different types of electric railways. Prerequisites, EE 1, 2. *Second semester, T.Th. at 12, W. at 2. 3 s.h.* MR. SCHEALER

EE 7. High Frequency Alternating Currents.—An advanced course on the principles of wire and wireless communication. A thorough study is made of the theory of coupled circuits, antenna radiation, wave propagation over metallic circuits, nature of speech and sound, vacuum tubes, vacuum tube circuits, wire and wireless telephone circuits. Prerequisites, EE 3, Mathematics 6. *First semester, T.Th. at 12, F. 2-5; second semester, T.Th. at 9:30, M. 2-5. 6 s.h.* MR. SEELEY

EE 8. Electric Power Stations.—A course of lectures and recitations pertaining to the design, construction and operation of electric power stations, both steam and hydraulic. Consideration of prime movers; generating machinery; powdered fuel and stoker equipment; switchboards; instruments and protective devices; operation and management; visits to neighboring plants. Prerequisites, EE 1, ME 2. *Second semester, M.W.F. at 11. 3 s.h.* MR. SCHEALER

ME 1. Elements of Mechanism.—A short course covering revolving and oscillating bodies, drives, transmissions, gears, gear trains, cams, linkages, and miscellaneous composite mechanisms. Prerequisite, Freshman Mathematics. *First semester, Th. at 11, M. 2-5. 2 s.h.* MR. SEELEY

ME 2. Elementary Thermodynamics and Heat Engines.—Introduction to the principles and applications of thermodynamics. A study of the properties of steam and the equipment for its generation and utilization, with some time spent on the internal-combustion engine. Inspection trips are made to neighboring power plants. Prerequisites, Physics for Engineers, Mathematics 3 (or concurrent). *First semester, M.W.F. at 11; second semester, M.W.F. at 8:30. 6 s.h.* MR. SEELEY

For description of courses in Chemistry, Economics, English, Language, Mathematics, Physics, and Electives—see Undergraduate Catalogue.

FINAL ANNOUNCEMENT

Summer School of Duke University

(CONTINUING TRINITY COLLEGE SUMMER SCHOOL)

Durham, North Carolina

1929



JUNE 10-JULY 20; JULY 22-AUGUST 29

ANNOUNCEMENT

JUNALUSKA SUMMER SCHOOL, INC.

(AFFILIATED WITH DUKE UNIVERSITY)

LAKE JUNALUSKA, N. C.

ANNOUNCEMENT

JUNALUSKA SCHOOL OF RELIGION

LAKE JUNALUSKA, N. C.

FINAL ANNOUNCEMENT

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LAKE JUNALUSKA, N. C.

ANNOUNCEMENT

JUNALUSKA SCHOOL OF RELIGION

LAKE JUNALUSKA, N. C.



SUMMER SCHOOL ANNOUNCEMENT

ADMINISTRATIVE OFFICERS

WILLIAM PRESTON FEW, A.B., A.M., Ph.D., LL.D.,
PRESIDENT OF DUKE UNIVERSITY

ROBERT LEE FLOWERS, A.M., LL.D.,
VICE-PRESIDENT OF DUKE UNIVERSITY AND MEMBER OF THE
FACULTY COMMITTEE ON THE SUMMER SCHOOL

WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D.,
VICE-PRESIDENT OF DUKE UNIVERSITY AND MEMBER OF THE
FACULTY COMMITTEE ON THE SUMMER SCHOOL

HOLLAND HOLTON, A.B., J.D.,
DIRECTOR OF THE SUMMER SCHOOL AND CHAIRMAN OF THE
FACULTY COMMITTEE ON THE SUMMER SCHOOL

WILLIAM KENNETH BOYD, A.B., A.M., Ph.D.,
MEMBER OF THE FACULTY COMMITTEE ON THE
SUMMER SCHOOL.

ALICE MARY BALDWIN, A.B., A.M., Ph.D.,
DEAN OF WOMEN

WILLIAM HENRY GLASSON, Ph.B., Ph.D.,
DEAN OF THE GRADUATE SCHOOL OF ARTS
AND SCIENCES

ARTHUR MARCUS PROCTOR, A.B., A.M.,
ASSOCIATE DIRECTOR OF THE SUMMER SCHOOL

MARY GRACE WILSON, A.B.,
SOCIAL DIRECTOR AND ACTING DEAN OF WOMEN

INSTRUCTORS

HAROLD CRUSIUS BIRD,

(Duke University),

Ph.B., C.E., Yale;

CIVIL ENGINEERING.

JAMES CANNON, III.,

(Duke University),

A.B., Duke; A.M., Princeton; Th.B., Th.M., Princeton Theological
Seminary; Edinburgh, 1919; Garrett, 1924;

BIBLICAL LITERATURE

BENJAMIN GUY CHILDS,

(Duke University),

A.B., A.M., University of Virginia; University of Virginia, 1920-22;

EDUCATION.

FREDERICK AUGUSTUS GRANT COWPER,

(Duke University),

A.B., A.M., Trinity (Conn.); University of Strassburg, 1906-07; Uni-
versity of Geneva, 1907-08; Ph.D., The University of Chicago;

FRENCH.

BERT CUNNINGHAM,

(Duke University),

B.S., M.S., Illinois Wesleyan; A.M., Duke; Ph.D., University
of Wisconsin;

BIOLOGY.

CHARLES WILLIAM EDWARDS,

(Duke University),

A.B., Duke; A.M., Tulane; M.S., New York University; Columbia,
1896-98; Harvard, 1926;

PHYSICS

WILLIAM WHITFIELD ELLIOTT,

(Duke University),

B.A., Hampden-Sydney; M.A., University of Kentucky; Ph.D., Cornell;

MATHEMATICS.

PAUL NEFF GARBER,

(Duke University),

A.B., Bridgewater; A.M., Ph.D., University of Pennsylvania; Crozer
Theological Seminary, 1919-21;

RELIGION.

ALLAN H. GILBERT

(Duke University),

B.A., Cornell; A.M., Yale; Ph.D., Cornell;

ENGLISH.

WALTER KIRKLAND GREENE,

(Duke University),

A.B., Wofford; A.M., Vanderbilt; A.M., Ph.D., Harvard;

ENGLISH.

HOLLAND HOLTON,

(Duke University),

A.B., Duke; J.D., The University of Chicago; The University of
Chicago, 1926-27;

EDUCATION.

CALVIN BRYCE HOOVER,

(Duke University),

A.B., Monmouth College; University of Minnesota, 1923-25; Ph.D.,
University of Wisconsin;

ECONOMICS.

CHARLES ALBERT KRUMMEL,

(Duke University),

Ph.B., Central Wesleyan College; Ph.M., Syracuse University; Ph.D.,
University of Wisconsin; University of Marburg, 1910;

GERMAN.

ARTHUR MARCUS PROCTOR,

(Duke University),

A.B., Duke; A.M., Columbia; Columbia, 1921-23;

EDUCATION.

WILLIAM WALTER RANKIN,

(Duke University),

B.E., North Carolina State College of Agriculture and Engineering; M.A.,
University of North Carolina; Harvard 1914-15; Columbia, 1919-21;

MATHEMATICS.

RUSKIN RAYMOND ROSBOROUGH,
(*Duke University*),

A.M., Ph.D., University of Pennsylvania; Docteur en Philologie
Classique, Université de Louvain;
LATIN.

ALBERT MICAJAH WEBB,
(*Duke University*),

A.B., A.M., Yale; Sorbonne (Paris) and Madrid, 1907-08; Sorbonne, 1923;
FRENCH.

NEWMAN IVEY WHITE,
(*Duke University*),

A.B., A.M., Duke; A.M., Ph.D., Harvard
ENGLISH.

ROBERT NORTH WILSON,
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A.B., Haverford; M.S., University of Florida; Harvard, 1905-06;
University of Illinois, 1923-24;
CHEMISTRY.

DONALD KEITH ADAMS,
(*Wesleyan University, Conn.*),

A.B., Pennsylvania State; A.M., Harvard; Ph.D., Yale;
PSYCHOLOGY.

ROBERT LEE BATES,
(*Virginia Military Institute*),

A.B., LL.B., West Virginia University; A.M., Ph.D., Johns Hopkins
University;
PSYCHOLOGY.

JOHN WINDER CARR, Jr.,
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EDUCATION.

EBER MALCOLM CARROLL,
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A.B., A.M., Ph.D., University of Michigan;
HISTORY.

LUTHER MASON DIMMITT,
(*Duke University*),

B.A., Westminster College (Mo.); A.M., University of Texas; Th.M.,
Princeton; University of Pennsylvania, 1927; Columbia, 1926-28;

EDUCATION.

WILLIAM DANIEL ELLIS,
(*Principal of Richmond Normal School, Richmond, Va.*),
A.B., A.M., Randolph-Macon; A.M., Columbia; Columbia, 1922-23;

EDUCATION.

EVELYN JONES HAWKES,
(*New Jersey College for Women*),
A.B., A.M., Duke; Ph.D., University of Pennsylvania;

EDUCATION.

DWIGHT LUCIAN HOPKINS,
(*Duke University*),
B.S., M.S., University of Virginia; Ph.D., Johns Hopkins University;

BIOLOGY.

JOHN THOMAS LISTER,
(*College of Wooster*),
A.B., Butler College; Ph.B., A.M., Ph.D., The University of Chicago;
Universite de Geneva, 1901;

SPANISH.

JOSEPH COOPER McELHANNON,
(*Baylor College*),
A.B., Baylor University; A.M., Ph.D., The University of Chicago;

EDUCATION.

FRANK KIRBY MITCHELL,
(*Duke University*),
A.B., Millsaps; A.M., Michigan; Oriel College, Oxford, 1921-24;

ENGLISH.

KARL BACHMAN PATTERSON,
(*Duke University*),
A.B., Roanoke College; A.M., Princeton; Johns Hopkins University,
1908-09; University of Pennsylvania, 1909-11;

MATHEMATICS.

JAMES G. RANDALL,
(*University of Illinois*),
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HISTORY.

ROBERT STANLEY RANKIN,
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ECONOMICS.

EARL RAY SIKES,
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ECONOMICS.

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Ph.B., A.M., Northwestern University; A.M., Harvard; Ph.D., Columbia;
EDUCATION.

DENNIS CLAYTON TROTH,
(*University of Illinois*),
B.Ed., A.M., Ph.D., University of Washington;
EDUCATION.

FREDERICK ELIPHAZ WILSON,
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GERMAN.

ROBERT RENBERT WILSON,
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ECONOMICS.

DEAN MOXLEY ARNOLD,
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ROBERT BAILEY CAMPBELL,

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France, Summers 1926, 1927;

FRENCH.

HENRY STEELE COMMAGER,

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Copenhagen, 1924-25;

HISTORY.

HENRY STODDARD CURTIS,

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Training),*

A.B., Olivet College (Mich.); A.B., Yale; Ph.D., Clark;

EDUCATION.

KADER RANDOLPH CURTIS,

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A.B., Wake Forest; Duke University, 1927-28;

EDUCATION.

THERESA DANSDILL,

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A.B., Des Moines University; A.M., Columbia;

HEALTH EDUCATION.

LEMUEL ROY JOHNSTON,

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ARCHIBALD CURRIE JORDAN,

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ENGLISH.

JOHN TATE LANNING,

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1926-27; Ph.D., University of California;

HISTORY.

RALPH WALDO McDONALD,
(*Salem College*),
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EDUCATION.

LEWIS PATTON,
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ENGLISH.

JESSE LEE PETERSON,
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ECONOMICS.

ESTELLE RAWL,
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ELEMENTARY EDUCATION.

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PRIMARY EDUCATION.

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WRITING AND PHYSICAL EDUCATION.

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DRAWING.

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MANAGER OF SWIMMING POOL.

THE SUMMER SCHOOL OF DUKE UNIVERSITY

RAPID GROWTH OF THE DUKE UNIVERSITY SUMMER SCHOOL

Trinity College, which in 1925 expanded into Duke University, conducted its first summer school in 1919. The growth of the school has not only been rapid but steady since that time. In 1919, there were enrolled eighty-eight students of college grade, of whom sixty-five were teachers. In 1928 there was a total of 1394 registrations in the Summer School of Duke University and affiliated schools. Of these, 755 students enrolled in the first term of Duke University Summer School, and 389 in the second term; 237 were enrolled in the Junaluska Summer School, Inc., at Lake Junaluska; and 13 were enrolled in the Junaluska School of Religion. Deducting from the total number of registrations those who registered for two terms, there were 1130 students enrolled for either six or twelve weeks in the summer of 1928.

AFFILIATED SUMMER SCHOOLS

The Junaluska Summer School, Inc., Lake Junaluska, N. C., is an independent school affiliated with Duke University. It will offer courses primarily for high school graduates and teachers holding the elementary certificates. It will also offer freshmen and sophomore college work in Biblical literature, education, English, history, sociology, Spanish, and other undergraduate courses for high school teachers. The only graduate work offered will be in field botany. (For further in-

formation address Professor B. G. Childs, Director, Duke University, Durham, N. C., and see description of courses, pages 57 to 72, this bulletin.) Junaluska Summer School will begin its single term June 10 and close July 19, making it possible for a student attending Junaluska to transfer to Durham in time for the second term, July 22 to August 29.

The Junaluska School of Religion, affiliated with the School of Religion, will offer work at Lake Junaluska July 22 to September 2. (For further information address Dr. Elbert Russell, Acting Dean, School of Religion, Duke University, Durham, N. C., and see description of courses on pages 73 to 77, this bulletin.)

SEASHORE SUMMER SCHOOL, INC.

The Seashore Summer School, Inc., Oriental, N. C., has practically completed the work it was organized to do and no longer operates. Duke University, in the summer of 1929, as in the summer of 1928, will offer in Durham all courses necessary for former students to complete work they began at Oriental. Such students should complete their courses this summer.

CALENDAR

The Summer School will open June 11. The first term of the school will close July 20. The second term will begin July 22 and will close August 29. Recitations will be held five days in the week, all Mondays except June 24, July 8, July 22, August 5, and August 19 being holidays. July 4 will be observed as Independence Day.

REGISTRATION

Saturday, June 8, is registration day for Durham County and City teachers and for all other students in

Durham on that day. Monday, June 10, is registration day for out-of-town students. All such students should be present at 2 P.M. to submit their credentials for admission, to select their courses, and to make arrangements concerning board and lodging. Students arriving after 5 P.M., Monday, will register Tuesday, June 11, 8:30 A.M., or 2 P.M. Regular classes will meet at 8:15, Tuesday morning, and recitation work will begin at once according to schedule.*

For the second term, Saturday, July 20, is registration day, and classes will begin Monday, July 22, according to schedule.

BUILDINGS AND EQUIPMENT

The work for the summer school of 1929 will be conducted largely in the new buildings on the old campus. The first unit of buildings in the new program of expansion is now complete and will be used by the summer school. This unit consists of auditorium, a science building, an apartment building, and five dormitories. All buildings in this new group are in Georgian style of architecture, constructed of Baltimore brick and trimmed with Vermont marble. They are fireproof in every respect.

Each of the five new dormitories has eighty-one students' rooms and houses one hundred and sixty-two students. One of the men's dormitories will be reserved exclusively for advanced students, and a wing of one of the women's dormitories will be similarly reserved. In all dormitories the same rules and regulations obtain as during the regular academic year.

The Union Building is to be the center of all social

* N. B.—Students who register late are marked absent for all classes held prior to their registration. Late registration very seriously affects credits that may be obtained.

activities: besides containing two large student dining rooms, this building has a faculty dining-room, a guests' dining-room, two lounge rooms, offices for the manager and his staff, service-rooms, and rooms for every organization and activity; here will be found the post office, college barber shop, express office, and headquarters of all publications and student organizations.

The Auditorium Building will serve for all chapel exercises, public lectures, and other occasions when the student body gathers as one group.

ADMISSION

Applicants for admission must have completed a high school course. As evidence of this, a teacher's certificate of grade as high as North Carolina elementary will be accepted from teachers with two or more years of experience. Certificates and other credentials must be submitted to the Committee on the Summer School at the time of registration. Students who wish to enroll for graduate credit should submit their credits from other institutions to the Director of the Summer School before registration, preferably by mail.

SCOPE AND PLAN

The courses are designed to meet the needs of teachers who desire professional training and further academic instruction, of college students who desire to hasten the completion of their college work, and of graduate students desiring to continue their work toward a higher degree.

Professional courses are offered for the following grades of teachers:

1. Teachers in elementary schools: the "North Carolina 'Uniform Curricula' for Elementary Teachers." (See pages 37 to 44, this bulletin.)

2. Teachers of primary and grammar grades. (See pages 33 to 37. This work is stressed in the session of 1929.)
3. High school teachers. (See pages 31 and 33, and for subject-matter work in the high school subjects, pages 44 to 56.)
4. Teachers who desire credit for degrees in Duke University. (For graduate work in each department, see courses designated "G," pages 27 to 56.)
5. Superintendents, supervisors, and principals of schools. (See pages 27 to 30.)

For college students, as well as for teachers, instruction, graduate or undergraduate, is offered as designated on pages 26 to 55, in the following subjects: education. Biblical literature, biology, chemistry, engineering, English, economics and government, French, German, history, history of religion, Latin, mathematics, physics, psychology, and Spanish.

CREDITS

The professional credits offered are accepted by the State of North Carolina in accordance with the rules issued by the State Department of Education.

College credits are offered as follows: A course of five hours a week for six weeks counts for two semester-hours of credit, a course of seven hours and a half a week for six weeks counts for three semester-hours of credit, and a course of ten hours a week for six weeks counts for four semester-hours of credit in Duke University. No student is given credit for more than six semester-hours of work or allowed to take more than fifteen hours of work a week without the consent of the Director and of the instructor in whose department the student expects to do his major work.* Gradu-

* No undergraduate student who has failed to make superior average in his last preceding work in the University can obtain permission to take excess work; and no student liable to suspension from the University under its rules regarding failure is permitted to enroll in summer school.

ate students are not under any circumstances allowed credit for more than six semester-hours in a summer school of six weeks.

The nature of the credit allowed for each course is designated by the following letters: P, professional; C, collegiate A.B. degree; G, graduate A.M., or M.Ed. degree. Courses marked C* are intended only for students who have had two or more years of standard college training. Courses marked both C* and G are open only to students who have had three or more years of standard college training except by special permission of the Commission on Graduate Instruction.

GRADUATE INSTRUCTION

Students who have received a bachelor's degree for a four years' undergraduate course from a college of sufficiently high standing may be admitted to take courses in the Graduate School of Arts and Sciences of Duke University. The department concerned will determine whether a student is prepared to take any particular course. *Admission to graduate courses does not necessarily imply admission to candidacy for a degree.* A candidate for admission as a graduate student should present satisfactory evidence that he has received a bachelor's degree from a college or university which is a member of the Association of Colleges and Secondary Schools of the Southern States or of one of the similar associations in other sections of the country (provided that the degree must have been conferred after the admission of the college or university to membership in said association); or from a North Carolina college whose bachelor of arts' or other bachelor's degree is accepted by the State Department of Education as the basis for issuing the high school or primary certificate of Class A. A degree from an institution outside of the state of North Carolina, not provided for above, may be accepted when an investigation in the individual case shows that qualifications are satisfactory.

ADVANCED DEGREES

The degrees offered in the Graduate School of Arts and Sciences are master of arts (A.M.), master of education

(M.Ed.), and doctor of philosophy (Ph.D.). Some departments of the University are now prepared to give a full program of work leading to the degree of doctor of philosophy; other departments are gradually enlarging the scope of their instruction. As rapidly as is consistent with careful selection, new appointments are being made to the faculty of professors who will give their attention primarily to graduate courses and the direction of research.

ADMISSION TO CANDIDACY FOR A DEGREE

A graduate student who desires to be accepted as a candidate for a degree should file with the Dean of the Graduate School an official transcript of the record of his undergraduate work and also of any graduate courses he may have completed. He should also confer with the head, or chairman, of the department in which he desires to take his major work. Applications for admission to candidacy for the degree of master of arts or master of education should be made at the beginning of the first year of graduate work, and for the degree of doctor of philosophy at the beginning of the second year of graduate work. Before receiving recognition as a candidate for a degree, the student must satisfy both the general requirements of the Graduate School and the special requirements of the department in which he is taking his major work.

THE DEGREE OF MASTER OF ARTS

Candidates for the degree of master of arts are required to have a reading knowledge of two foreign languages, evidenced by examination or by credit obtained for at least six semester-hours of college work in each. If this requirement has not been satisfied before admission to candidacy for the degree, the required foreign language work must be taken before the degree is conferred and will not be counted for credit toward the degree. The two foreign languages offered must be acceptable to the department in which the candidate is taking his major work.

To obtain the degree of master of arts a candidate must complete satisfactorily twenty-four semester-hours of graduate work and a thesis. Each candidate for the degree must select a major subject in which the minimum requirement is twelve semester-hours and a thesis. Before selecting his major in a

department, a student must have completed a minimum of twelve semester-hours of approved preliminary courses in that department and twelve additional semester-hours either in that department or in related work. A candidate must take six semester-hours of graduate work in a minor subject approved by the major department, and the remaining six semester-hours in the major or minor subjects or in a department approved by the major department and by the Graduate Council. No undergraduate course may be credited toward the degree of master of arts.

One academic year of resident graduate work is usually sufficient to enable a well-prepared student to complete the requirements for the degree of master of arts. Credit may be given for approved summer school courses and for courses taken in other colleges and universities to the extent hereinafter provided.

DEGREE OF MASTER OF EDUCATION

The degree of master of education is granted to teachers, or others engaged in educational service, upon completion of the prescribed program of study. Candidates for the degree must have had two years of practical experience in teaching when the degree is conferred. This experience may be obtained in the two years immediately prior to entering upon candidacy for the degree, or it may be obtained concurrently with the period of study for the degree.

A preliminary requirement for admission to candidacy for this degree is the completion of a minimum of twelve semester-hours of approved undergraduate work in education, including work in educational psychology and work in either history of education, educational sociology, or school administration.

The requirements for the degree of master of education are twenty-four semester-hours of graduate work and a thesis. Candidates must take a minimum of twelve semester-hours of work and write a thesis in the Department of Education. At least six semester-hours must be taken in some department other than the Department of Education. Students who are preparing to teach are advised strongly to take twelve semester-hours of graduate work in the subjects they intend to teach. In such cases the thesis may be prepared under the joint supervision of a department in which the student intends to teach and the Department of Education.

The requirements for the degree of master of education may usually be satisfied in one academic year. Credit may be given for approved courses taken in summer schools, or in other colleges and universities, to the extent provided in regulations printed elsewhere in this bulletin.

THESIS FOR THE MASTER'S DEGREE

The title of the thesis required in partial fulfilment of the requirements for the degree of master of arts or master of education must be approved by the department or departments concerned and filed with the Dean of the Graduate School on or before November 1 of the academic year in which it is expected that the degree will be conferred. A student may write a thesis during an academic year in which he is not in residence provided he arranges to come to the University for consultation and direction at least once a week. A department may require more frequent consultation when it is deemed necessary.

Three typewritten copies of each thesis must be submitted to the Dean of the Graduate School in approved form on or before May 20 of the year in which the degree is conferred. The thesis is passed upon and accepted or rejected by an examining committee of three members of the faculty. The head of the department in which the thesis was written selects the chairman of this committee; the other two members are selected by the Dean of the Graduate School, one from a department related to that in which the thesis was written and the other from the members of the Graduate Council. The thesis must be satisfactory to at least a majority of the members of the examining committee, including the representative of the department in which the thesis was written.

SUMMER SCHOOL WORK FOR THE MASTER'S DEGREE

Graduate students may not receive more than six semester-hours of credit for work taken in one summer session of six weeks. The degree of master of arts or master of education can be earned in four such summer sessions, provided the candidate can make arrangements to write during an academic year a satisfactory thesis under faculty supervision. Otherwise, attendance, at five summer sessions is necessary to complete the

required work for either the degree of master of arts or master of education. All the work for either degree must be completed within a period of six years.

CREDIT TOWARD THE MASTER'S DEGREE FOR WORK DONE ELSEWHERE

Graduates of Duke University may be credited toward the degree of master of arts or master of education with not more than twelve semester-hours of graduate work taken in approved institutions elsewhere. Graduates of other approved colleges and universities who are candidates for the degree of master of arts or master of education in Duke University may be credited with six semester-hours of satisfactory graduate work taken elsewhere. No credit toward advanced degrees is given for university extension or correspondence courses.

DEMONSTRATION SCHOOL

A demonstration school for primary and grammar-grade teachers is conducted in both terms for observation and demonstration work. The term begins Monday, June 17, and closes Saturday, July 27. High school teachers will have opportunity to do observation work in American history and plane geometry.

ROOMS AND BOARD

Board and room for a term of six weeks may be secured in the University dormitories at the rate of \$45.50 per occupant with two in a room, or \$55.00 if room alone is engaged. The new dormitories, Numbers 2 and 3, will be reserved for women students, and Dormitories 1 and 4 for men students. Dormitories 3 and 4 will be reserved primarily for advanced students, and Dormitories 2 and 1 for undergraduates. The north section of Aycock Hall will be reserved for married students, but no children can under any circumstances be admitted to the dormitories. Students de-

siring to bring children should write the Director for a list of private rooming places where suitable accommodations might be obtained. Occupants of University rooms furnish their own bedclothes, pillows, and towels. All other essentials are supplied by the University.

All occupants of Dormitories 2 and 3 board in the Union, and occupants of Dormitories 1 and 4 and of Aycock Hall are advised to board there, on account of the opportunity to meet at meal-time with their fellow-students, and because of the fact that the greater number of students guarantees better board for all, board being furnished absolutely at cost. The service will be cafeteria plate-service. Students in Aycock and Dormitories 1 and 4 who desire to board elsewhere will pay room-rent at the rate of \$12.50 with two in a room or \$22.00 for room alone. Students rooming off the campus who desire board in the University Union obtain it for \$37.50 for the term.

FEES

Teachers are not required to pay tuition fees. All other students are charged a tuition fee of \$3.00 for each college credit hour. All students, teachers included, pay a registration fee of \$17.00 per term, which includes the cost of a recreation ticket entitling them to admission to all recreational programs, including plays, lectures, etc. Students in the sciences pay the laboratory fees required in regular term work. Students who enroll for more than the normal schedule of work are charged an excess registration fee of \$5.00.

Major expenses may be estimated as follows for each term:

Registration	\$17.00
Room rent and board.....	45.50
	<hr/>
Total major expenses to teachers.....	\$62.50

To this total should be added the tuition fee of \$9.00 or \$12.00 charged students other than teachers in the public schools, about \$7.00 for books, and probably \$3.00 for miscellaneous expenditures.

COURSES FOR STUDENTS ENTERING COLLEGE

Increasing numbers of students, particularly those who contemplate entering a medical school, desire to complete the college course in three years. To meet the needs of these students, the Summer School offers a number of courses in freshman college work, enabling 1929 graduates of high school to begin their college course in the summer instead of waiting until September.

RESERVATION IN ADVANCE

The Summer School is of limited enrollment. All students should enroll promptly, for all applications, both for classes in which the applicant desires to enroll and for rooms, will be filed in the order in which they are received. Each application for a reservation should be accompanied by a check for \$5.00 in part payment of the registration fee. This check reserves a room also if the student states a desire to room in one of the university buildings. Make all checks payable to the Summer School of Duke University.

REDUCED RAILROAD FARES

Reduced railroad rates on the round trip identification plan have been authorized from all stations in North Carolina, South Carolina, Virginia, Georgia, and Florida, (except those on the Richmond, Fredericksburg and Potomac Railroad, and Winston-Salem South-bound Railway). Address the Director of the Summer School for identification blank.

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APPOINTMENT BUREAU

A teachers' appointment bureau is maintained for the benefit of teachers desiring a change of position. There is no charge for this service.

RECREATION AND ENTERTAINMENT

At the time of registration a season ticket to recreation programs is given to each student. In addition to the right of attending the plays, concerts, and other features of entertainment provided, this ticket entitles the student to use of the tennis courts and of the swimming pool. The swimming pool is open an hour and a half daily for various groups of students. The Quadrangle Pictures, sponsored by the University Y. M. C. A., present an early-evening program twice a week. Three of these programs are included in the features covered by the recreation ticket. There are also early-evening programs of plays and games planned for out-of-doors three or four evenings weekly.

COURSES OF INSTRUCTION

EXPLANATIONS AND ABBREVIATIONS

Classes meet daily five times per week for six weeks unless otherwise indicated. Classes that meet for fifty minute-periods count for two semester-hours of credit except where expressly stated otherwise. Classes meeting eighty-minute periods daily count for three semester-hours of credit. All credits are stated in the body of the catalogue except for the two-semester-hour courses.

Courses are arranged alphabetically by departments, except that courses in Education are listed first for the convenience of the large number of teachers who enroll primarily for professional credits. Sub-divisions in Education indicate special classes of teachers for whom each group of courses was primarily planned. The number attached to a course, except in case of courses not given the preceding term or in the case of courses designated by the North Carolina State Department, are the same numbers used in describing courses in the regular term, with the letter "S" preceding; for example, Education S 6a and S 6b would correspond to Education 6 of the regular term, "a" and "b" being sub-divisions of the complete course. The letters beyond "b" indicate work in the same field as the main course but not duplicating the work listed in the preceding university catalogue.

In the description of courses the following abbreviations occur: *C* following a course means that the course carries credit for the A.B. degree; *C**, credit toward the A.B. degree for students having completed two or more years of college work; *G*, credit toward a graduate degree; the numeral *1* means that the course comes the first one-hour period daily, beginning at 8:15; *2*, the second period, beginning at 9:15; *3*, the third period, beginning at 10:15; *4*, the fourth period, beginning at 11:45; *A* means that the course comes the first eighty minutes daily, beginning at 8:15; *B* means that the course comes at the eighty-minute period beginning at 9:45; *D* means that the course meets an eighty-minute period daily, beginning at 11:45; *I* means that the course is offered the first term; *II*, that it is offered the

second term; *I, II*, that the course is offered either term. Periods *1, 2, 3*, and *4* do not conflict, and periods *A, B*, and *D* do not conflict; but period *A* conflicts with *1* and *2*, *B* with *2* and *3*, and *D* with *4*.

N.B.—The State Department of Education grants professional credit (*P*) for various courses in accordance with its own carefully defined rules. Every student should inquire carefully at or before registration as to what professional credit is allowed for each course.

EDUCATION

COURSES PRIMARILY FOR SUPERINTENDENTS, PRINCIPALS, AND SUPERVISORS

(Superintendents, principals, and supervisors will find specialized courses grouped under courses designated "Primarily for High School Teachers" and "Primarily for Grammar-Grade and Primary Teachers." It is recommended that some work be elected from these special groups. Attention is called to the courses described immediately below as **Major Course for County Superintendents and Principals**, **Major Course for Elementary Supervisors and Principals of Elementary Schools**, **Major Course for High School Teachers**.)

M 43. Major Course for County School Superintendents and Principals.

—For the first term of summer school this course includes **S 43** below and allied work selected by the student, with the approval of the instructor in charge of course **S 43**. For the second term **S 23** is the nucleus of organization instead of course **S 33**. *Schedule to be arranged. Credit, 6 semester-hours, †I, II—P, C*, G.*

MR. PROCTOR AND OTHERS.

(Class enrollment limited to 15.)

M 32. Major Course for Elementary Supervisors and Principals of Elementary Schools.—This course includes **S 32** below and allied courses selected by the student, with the approval of the instructor. Term papers and other assignments and

† For explanation of *I, II, P, C*, G*, see "Explanations and Abbreviations" on preceding page.

special conferences will center around the technique of teaching and administering the course of study in the elementary school. *Schedule to be arranged. Credit 6 semester-hours, †I, II—P, C*, G.*

MR. CARR, MR. ELLIS, AND OTHERS.

(Class enrollment limited to 15.)

M 10. Major Course for High School Teachers.—This course includes S 10^b below and allied work selected by the student, with the approval of the instructor. Term papers and other assignments will center around the problems of the general methods of teaching and administration of the high school curricula. *Schedule to be arranged. Credit, 6 semester-hours, †I, II—P, C*, G.*

MR. TROTH AND OTHERS.

(Class enrollment limited to 15.)

S 9. Statistical Methods in Education.—A course intended to familiarize teacher, supervisor, and administrator with the statistical method of treating educational and social data, so as to enable them to interpret and use the results of recent investigation in the science of education. Text-books, special assignments, and reports. *D, I. Credit, 3 semester-hours—P, C*, G.*

MR. DIMMITT.

(Class enrollment limited to 25.)

S 11. Introduction to a Philosophy of Democratic Education.—A study of fundamental concepts underlying educational theory as applied to the preparation of socially efficient citizens for a democracy. Textbooks and discussions. *B, II. Credit, 3 semester-hours—P, C*, G.*

MR. STOWE.

(Class enrollment limited to 25.)

S 15^b. Principles of Vocational Guidance.—A study of the objectives and underlying principles of vocational education, emphasizing this phase of education in North Carolina and the

† I, II means that the course is offered first term and also second. (See "Explanations and Abbreviations" on pages 26-27.)

South. The study seeks to formulate a working program for vocational counsellors and others whose teaching function will involve problems of vocational and educational guidance. Prerequisite: six semester-hours in educational sociology, preferably courses 5 and 15^a. *B, II. Credit, 3 semester-hours—P, C*, G.*

MR. CHILDS.

S 15^a. Rural Sociology and Rural Education.—A study of rural life with emphasis upon social and economic forces as affecting education. Topics discussed: relationships of country life agencies and institutions; rural improvements and progress; recreation; rural leadership, etc. *D, I. Credit, 3 semester-hours—P, C*, G.*

MR. McELHANNON.

S 23. Public School Finance.—This course, intended for school administrators, especially county superintendents and principals, deals with sources and collection of revenue for support of public education, basis of distribution, and accounting. Readings, investigations, and reports. *A, II. Credit, 3 semester-hours—P, C*, G.*

MR. PROCTOR.

(Class enrollment limited to 25.)

S 27. Curriculum-Making: Physical Education in Junior and Senior High Schools.—This course deals with the principles of curriculum-making as exemplified in physical education courses in secondary schools. *A, I. Credit, 3 semester-hours—P, C*, G.*

MR. H. S. CURTIS.

S 28. The Psychology of Learning.—A study of different types of learning, principles which underlie successful guidance of learning, methods and conditions of learning, individual differences, etc. Constant reference to experimental literature. *B, I. Credit, 3 semester-hours—P, C*, G.*

MR. DIMMITT.

(Class enrollment limited to 25.)

S 29. Problems and Theories of College Education.—An intensive study of important problems confronting American col-

leges, of efforts being made to solve the problems studied, and of theories of college education underlying those efforts. Lectures, readings, research, and paper embodying results of research study. Open only to graduate students who have taught or who are preparing to teach in college. *A, I. Credit, 3 semester-hours—P, G.*

MR. STOWE.

(Class enrollment limited to 20.)

- S 30. Methods of Educational Research.**—Students desirous of obtaining residence credit toward a thesis in Education are expected to enroll in this course and report regularly upon their problem for discussion and criticism. No student can enroll who is carrying more than three semester-hours of other work. *D, I, II—P, G.*

MR. HOLTON AND OTHERS.

- S 32. Supervision of Elementary School Subjects.**—A course planned to meet the needs of school principals, teachers, and others interested in classroom supervision. Objectives and approved methods in the elementary school subjects. Weekly papers, group conferences, and class discussions. *B, I, II. Credit, 3 semester-hours—P, C*, G.*

MR. ELLIS.

(Class enrollment limited to 25.)

- S 40. Research in the Organization and Administration of Health Education.**—A graduate course for principals and superintendents, consisting of research in the principles, objectives, and methods to be followed in the organization of health education into the school program. Lectures and discussions of various phases of school, community, and personal hygiene, with special readings and preparation of papers. *D, I. Credit, 3 semester-hours—P, C*, G.*

MR. H. S. CURTIS.

- S 43. State and County School Administration.**—A study of state and county organization of public schools, emphasizing underlying principles. *A, I. Credit, 3 semester hours—P, C*, G.*

MR. PROCTOR.

COURSES PRIMARILY FOR HIGH SCHOOL TEACHERS

(High school teachers are advised to elect also such courses listed above as S 9, S 11, S 15^b, S 15^c, S 27, and S 28.)

S 6f. Social Principles of Secondary Education.—Through a study of the social phases of modern democratic life the course aims to discover principles, points of view, ideals, interests, and methods of procedure of service to secondary school and college teachers and administrators interested in meeting the social and cultural needs of their students. Textbook study, readings, discussions, research, and paper incorporating results of research study. Open only to graduate students, or to seniors who have taught in secondary school. *B, I. Credit, 3 semester-hours—P, C*, G.*

MR. STOWE.

S 6g. Problems of Secondary Education: Extra-Curricular Activities, Use of Library, Vocational Guidance.—A course dealing with the problems of educating the child through his activities and of helping him find his place in society; also with the problems arising in the personal relationships of high school pupils with teacher and principal and with fellow students. *D, I. Credit, 3 semester-hours—P, C*.*

MR. JOHNSTON.

S 10^a. The Psychology of the Secondary School Subjects.—The psychology of learning as applied to the teaching of the principal high school subjects. *B, II. Credit, 3 semester-hours—P, C*, G.*

MR. TROTH.

(Class enrollment limited to 25.)

S 10^b. General Methods for Secondary Schools.—Class-room management and discipline; the teacher's use of the question; the project and how to organize it; the socialized recitation; supervised study; etc. No student is permitted to enroll in this course who has taken course S 6^a S 6^b, and every student enrolling must present at least twelve semester-hours of work in education and psychology. *D, I, II. Credit, 3 semester-hours—P, C*, G.*

MR. TROTH.

(Class enrollment limited to 25.)

- S10^c. Problems in High School and Junior College Teaching.**—A brief study of the purposes and objectives of secondary education, followed by assignments in which each member of the class endeavors to organize some secondary subject in the light of desirable results in the lives of pupils. Lectures, readings, discussions. Open only to students who have taught in high school or junior college. *A, II. Credit, 3 semester-hours—P, C*, G.*

MR. STOWE.

(Class enrollment limited to 25.)

- S14^b. Psychology of Adolescence.**—The characteristics of the youth of high school age. Text-book, discussions. and exercises. *3. I—P, C*.*

MR. BATES.

- S15^a. Sociological Foundations of the Secondary School Subjects.**—Aims and objectives of secondary school subjects, with emphasis upon practical problems of curriculum-making in the high school. Prerequisite: at least three semester-hours in sociology or educational sociology. *A, II. Credit, 3 semester-hours—P, C*, G.*

MR. CHILDS.

(Class enrollment limited to 25.)

- S 16. High School Administration and Supervision.**—A study of outstanding problems. Special investigations and reports. *B, I. Credit, 3 semester-hours—P, C*, G.*

MR. TROTH.

(Class enrollment limited to 25.)

- S17^a. Special Methods in Secondary English.**—The fundamentals of a class recitation; practical demonstration of principles of teaching composition and literature; aims, values, and methods of teaching composition and literature; etc. *A, I. Credit, 3 semester-hours—P, C*, G.*

MR. McELHANNON.

- S18^a. Analysis of Study and Study Habits, in the High School Subjects.**—College freshmen not infrequently fail because they do not know how to study. This course, for high school teachers, consists of a brief survey of the available liter-

ature of study, followed by case-work in the habits of high school and undergraduate college students, and a survey of the peculiar learning problems presented by typical secondary school subjects. *A, I. Credit, 3 semester-hours—P, C*.*

MR. K. R. CURTIS.

COURSES PRIMARILY FOR GRAMMAR-GRADE AND PRIMARY
TEACHERS

(These courses are for teachers with two or more years of standard college training. Teachers with less training are advised to take the courses listed under title "North Carolina 'Uniform Curricula' for Elementary Teachers." Primary and grammar-grade teachers who meet prerequisites are advised to consider some work from the courses listed "Primarily for Superintendents, Principals, and Supervisors," and to consider also such subject-matter or cultural courses as Bible S 1^a, S 1^b; Economics S 1^a, S2^a, S 27, S 28^a, S 35^a; English S C2^a, S C2^b, SL 2, S 3^c, S 5^c, S 25, S 30^c; History S 1^a, S 9^a, S 3^a, S 3^d, S 217; and Psychology S 1^a.)

S2A^a. Primary Methods in Language and Reading.—A study of materials and methods in the mother-tongue. Not open for enrollment to students who have had credit for course 23P or 35P of the North Carolina "Uniform Curricula." *A, I. Credit, 3 semester-hours—P, C*.*

MISS MICHAELS.

S2A^b. Children's Literature.—A critical study of literature for primary grades; types of literature; story telling, principles underlying and practice; study of State Course of Study and adopted texts; bibliographies and use of the library. Not open for enrollment to students who have had credit for course English 74P of the North Carolina "Uniform Curricula." *D, I. Credit, 3 semester-hours—P, C*.*

MISS MICHAELS.

S2B^a. Grammar-Grade Methods in Language, Composition, and Reading.—A study of materials and methods in the language subjects of grades four to seven. Not open for enroll-

ment to students who have had credit for course **23G** of the North Carolina "Uniform Curricula." *A, II. Credit, 3 semester-hours—P, C*.*

MRS. HAWKES.

S 2^b. Practical Course in Methods.—A course centering around the practice school; fifty hours of observation, weekly conferences, and term papers required; separate sections for primary and grammar-grade teachers. No student may enroll for credit who has already taken a credit course in observation and practice. *Schedule to be arranged by each student and the instructors. Credit, two semester-hours, I—P, C*.*

MR. McDONALD, MISS GRAY, AND MISS JORDAN.

S 2A. Comprehensive Course in Primary Methods.—A course including S 2^b, S 2A^a, and methods in primary numbers. Two hours of observation daily, weekly conferences, and reports, and two hours of recitation. *1, 2, 3, 4, II. Credit, 6 semester-hours—P, C*.*

MR. HOLTON AND MISS GRAY.

S 2^c. The American Elementary School.—(a) The responsibility of the elementary school; (b) relation to the junior and senior high schools; (c) sociological objectives; (d) curriculum values; and (e) classification of elementary pupils. An attempt throughout the session to determine desirable conduct controls and personality outgrowths as a result of (1) the correct presentation of subject matter and (2) the provision of necessary school situations. *B, I. Credit, 3 semester-hours—P, C*.*

MR. K. R. CURTIS.

S 2^d. The Teaching of Arithmetic.—Elementary psychology of arithmetic, place and value of drill, diagnosis of difficulties, remedial measures, place of arithmetic in the elementary school curriculum, etc. A special section for primary teachers the first term. *A, I, II. Credit, 3 semester-hours—P, C.*

MR. JOHNSTON (*first term*).

MR. R. W. McDONALD (*second term*).

S2A^d. The Teaching of Primary Numbers.—A special section of **S 2^d** for primary teachers. *A, I. Credit, 3 semester-hours—P, C.*

MISS SULLIVAN.

S2A^e. Methods in Health Education: Primary Section.—An effort to acquaint the student with a general technique of health teaching that conforms to standard educational procedure and practices in other subjects; elements of good method, criticism of method, types of lessons, sources of material, and selection and organization of subject matter; language work, games, projects, posters, and plays used as illustrative material. *2, I—P, C.*

MISS DANDSILL.

S2B^e. Methods in Health Education: Grammar Grade Section.—Identical with "Primary Section" above, except that illustrative materials are chosen with the child of grades four to seven in mind. *1, I—P, C.*

MISS DANDSILL.

S 2f. The Teaching of Geography.—This study is intended for elementary supervisors and grammar-grade teachers who have at least two years of standard college training. Economics **S 15^a**, **S 15^b**, or **S 1^a** should accompany or precede this course. Organization of subject matter and fundamental aims in geography teaching will be stressed. In the second term, supplementary work in the teaching of history will be included. *D. I. II. Credit, 3 semester-hours—P, C*.*

MR. McDONALD (*first term*).

MRS. HAWKES (*second term*).

S2A^f. The Teaching of Primary Geography and Nature Study.—A special section of **S 2f** for primary teachers. *D, I. Credit, 3 semester-hours—P, C*.*

MISS SULLIVAN.

S 3^a. School Organization and Administration for the Classroom Teacher.—School and classroom organization and administration as they arise in the work of the classroom teacher.

not open to teachers who have credit for course 24X of the "Uniform Curricula." 4, I—P. C*.

MR. WARREN.

- S 5. Introduction to Educational Sociology.**—A study of social forces, processes, and values as affecting education, and the interaction of school and community. B, I, II. *Credit, 3 semester-hours*—P, C.

MR. McDONALD.

- S 7. The Technique of Teaching.**—An advanced course in the teaching process; the theory underlying sound technique applied specifically to the work of the elementary school. Open to primary and grammar-grade teachers of superior training and experience. D, I, II. *Credit, 3 semester-hours*—P, C*, G.

MR. CARR (*first term*).

MR. ELLIS (*second term*).

(Class enrollment limited to 25.)

- S 12A, S 12B. Curriculum and Materials of the Elementary Grades.**—A study of curriculum reorganization in the elementary school; the historical development of the elementary curriculum with emphasis on recent experiments in curriculum reorganization; theories of curriculum reorganization and principles underlying large unit teaching; centers of interest around which units may develop; criteria for the selection of units; collection and organization of materials; checking results against objectives and subject-matter requirements; and the place of the school subjects in large-unit teaching. Students taking this course should reserve all of the first two periods daily to allow for laboratory work on curriculum construction. Separate laboratory sections will be conducted for primary (S12A) and grammar grade (S12B) teachers. This part of the course will consist of organization of materials for teaching and construction work on the manual arts phase of the units. 1 and 2, I. *Credit, 3 semester-hours*—P, C*, G.

MR. CARR AND MISS BELL (*Primary Section*).

MR. CARR AND MISS ——— (*Grammar Grade Section*).

S 34. Problems in Experimental Education.—A study of various educational experiments and experimental schools now under discussion and an analysis of their underlying theories. *A. I. Credit, 3 semester-hours—P, C*.*

MR. ELLIS.

NORTH CAROLINA "UNIFORM CURRICULA" FOR ELEMENTARY TEACHERS

The North Carolina State Department of Education requires high school graduates and others who have less than two years of standard college training to complete a special course of work before receiving the standard primary or grammar grade certificates. This work is divided into nine summer school units of six weeks each. The units are described below. Units 1 and 2 have now been completed by nearly all the teachers of the State and will, therefore, not be offered by the Summer School of Duke University in 1929. Unit 3 will be offered this summer for the last time.

SUMMER SCHOOL UNIT NO. 3

(Required of teachers who have completed Units 1 and 2; not offered the second term except as indicated below.)

Education 35P. Primary Methods in Language.—The place of oral and written language; nature study, games, stories, pictures, projects, and other activities as a basis for language work; story telling, principles underlying, choice of material, learning and telling a selected number of primary stories; dramatization, its educational value, relation to other subjects, and place in the primary grades; etc. For teachers of the primary grades. Grammar-grade teachers should omit this course and take History 31G below. *1, I—P, C.*

MISS MICHAELS.

History 31G. The European Background of American History.—Identical with History S 1^a. The aim of this course is

threefold: (1) to give the student a grasp of the subject matter of the European background course in our elementary schools, (2) to give an interpretative background to our American history, and (3) to give to the student an international point of view in addition to the more restricted national one. 1, I, II—P, C.

MR. LANNING (*first term*).

MR. COMMAGER (*second term*).

English 33X. English Composition.—Identical with English SC 2^a.

Strong emphasis upon the power of the student to collect material, organize ideas, and effectively express them in narration, description, and exposition. Thorough review of paragraphing, use of words, and the application of such rhetorical principles as unity, coherence, etc. 2, I, II—P, C.

MR. A. C. JORDAN (*first term*).

MR. PETERSON (*second term*).

Geography 31X. Principles of Geography.—Identical with Economics S 15^a. A course based upon the principles of geography and intended to explain how man's industries and his life are determined by his environment. 3, I—P, C.

MR. RATCHFORD.

Drawing 31X. Fundamentals of Drawing.—This course aims to give certain skills fundamental in teaching the drawing of the State Course of Study, as well as skills helpful in teaching other subjects of the elementary school curriculum. Topics: color theory, design, perspective, representation, illustration, picture study, etc. Media: charcoal, water colors, crayons, clay, etc. 4, I—*Professional credit only, half course*.

MRS. ALSTON (*first term*).

SUMMER SCHOOL UNIT NO. 4

(Required of teachers who have completed Units 1, 2, and 3. But see statement under Biology 41X.)

Biology 41X. General Biology.—An introductory course offered only in combination with courses 62X and 73X described

below. Students are advised to take Physiology 51X described below and postpone this work until the rest of Unit 4 has been completed. The State Department of Education permits the so-called "Irregular Unit in Biology" described below to be taken at any time after Unit 3 but recommends that it be taken after Unit 4 or Unit 5 has been completed. (See "Irregular Unit in Biology.")

MR. CUNNINGHAM AND MR. ELLISON.

Psychology 41X. Child Study.—The development of the child in mental, moral, and social nature; influence of heredity and environment, meaning of infancy, innate tendencies and capacities, the development of attention, memory, imagination, thinking, perception, etc. 4, I, II—P, C.

MR. BATES (*first term*).

MR. ADAMS (*second term*).

History 41X. American History.—A rapid survey of the colonial and revolutionary periods followed by a more intensive study of the early constitutional period. Identical with History S 9^a. 3, I, II—P, C.

MR. LANNING (*first term*).

MR. COMMAGER (*second term*).

Physical Education 42P. Physical Education for Primary Grades.—Psychological basis of play; games suitable for primary children; health habits, in school and out; play and fatigue; etc. 2, I; *schedule to be arranged second term—Professional credit only, half course.*

MISS DANSDILL (*first term*).

MISS KNIGHT (*second term*).

Physical Education 42G. Physical Education for Grammar Grades.—Treatment similar to that in course 42P above, with special reference to grammar grades. 1, I; *schedule to be arranged second term—Professional credit only, half course.*

MISS DANSDILL (*first term*).

MISS KNIGHT (*second term*).

IRREGULAR UNIT IN BIOLOGY

(This unit may be taken at any time after the completion of Units 1, 2, and 3 but should be taken immediately after Unit 4 or Unit 5.)

Biology 41X (General Biology), 62X (Plants), 73X (Animals).—

An introductory course intended to serve as a foundation for the study of psychology, physiology, botany, zoölogy, etc. The treatment of plants attempts two things: (1) through the study of types to acquaint the student with the morphology and physiology and reproduction in plants, from the one cell to seed plants, (2) through field work to acquaint the student with as much common and local flora as possible. This part of the course is intended to serve as a foundation for the teaching of nature study and elementary science. The treatment of the part of the course dealing with animals is similar in aim and method to the treatment of the part dealing with plants. Outstanding characteristics of animal life, from the single cell protozoon to the higher mammalian will be studied. *Schedule to be arranged. Credit, 8 semester-hours, constituting a complete unit (either term).*

MR. HOPKINS AND MR. PACE (*first term*).

MR. CUNNINGHAM AND MR. ORMOND (*second term*).

SUMMER SCHOOL UNIT NO. 5

Physiology 51X. Personal and School Hygiene.—General, personal, and school hygiene with some instruction in anatomy and physiology; cause, transmission, and prevention of communicable diseases; the more common defects of school children; school-house sanitation; medical inspection; etc. 3, I—P, C.

MISS DANSDILL.

History 52X. American History (Continued).—This course continues 41X. It begins with the Jacksonian democracy and includes a study of national expansion, sectional rivalry, railway extension, slavery, political problems, international relations, and the Civil War. 4, I, II (*either term*)—P, C.

MR. LANNING (*first term*).

MR. COMMAGER (*second term*).

Education 55G. Teaching of Grammar-Grade Arithmetic.—Elementary psychology of arithmetic; place and value of drill;

problem solving; diagnosis of difficulties, and remedial measures; methods of teaching; sources of problems; place of arithmetic in the elementary school curriculum. 1, I, II—P, C.

MR. JOHNSTON (*first term*).

MR. McDONALD (*second term*).

Education 56P. Primary Numbers and Projects.—The psychology of arithmetic; development of the number concept in the primary grades; place of drill; projects in nature study, games, and other activities as a basis for formal number work, etc. 1, I, II—P, C.

MISS SULLIVAN (*first term*).

MISS RAWL (*second term*).

Music 51X. Elements of Music.—A course in the fundamentals necessary for grade teaching. Such topics as sight singing, ear training, reading and dictation, rote songs, child voice, etc., will be discussed. 2, I; *schedule to be arranged for second term—Professional credit only, half course.*

MRS. BRYANT (*first term*).

SUMMER SCHOOL UNITS 6-9—SELECTED COURSES

(Recommended for teachers holding the Elementary A certificate.)

Education 67P. Primary Curriculum.—The aims and objectives of education in the primary grades; subject matter and school activities; study of the State Course of Study; organization of the primary curriculum; the place of projects and child activities as a basis for organization. For primary teachers. Grammar-grade teachers desiring a similar course should take 66G below. 2, I—P, C.

MR. WARREN.

Education 66G. A Study of the Grammar Grade Curriculum.—The aims and objectives of education in the intermediate and grammar grades; pupil activities and experiences for accomplishing these; organization of the grammar grade curriculum; etc. The North Carolina State Course of Study will be used in addition to a text-book. For teachers

of the grammar grades. Primary teachers desiring similar work should elect **67P** above. 3, I—P, C.

MR. WARREN (*first term*).

Geography 62P. Primary Geography and Nature Study.—The function, aim, and place of geography and nature study in the primary curriculum; consideration of such content as primitive life and occupations; effects of weather changes and climate; certain physiographic changes and features which can be observed and appreciated; some acquaintance with the out-of-doors, common birds, butterflies, insects, animals, trees, flowers, etc.; methods of teaching such material. Use will be made of the State Course of Study, text-books in geography and nature study, and professional books on these subjects. 4, I—P, C.

MISS SULLIVAN.

Geography 72G. The Teaching of Geography.—Type studies of North America, with major emphasis upon the United States, to bring out and illustrate the fundamental principles of good geography teaching. Observation work required. 4, I, II—P, C.

MR. McDONALD (*first term*).

MISS RAWL (*second term*).

Drawing 72P. Drawing for Primary Grades.—This course considers the topics introduced in course **31X** with special reference to the primary grades. 3, I, II—*Professional credit only, half course.*

MRS. ALSTON (*first term*).

MRS. WARREN (*second term*).

Drawing 72G. Drawing for Grammar Grades.—This course considers the topics introduced in course **31X** with special reference to the grammar grades. 2, I; *schedule to be arranged second term—Professional credit only, half course.*

MRS. ALSTON (*first term*).

MRS. WARREN (*second term*).

Education 73P. History Material for Primary Grades.—A study of history materials for primary grades, with methods of pre-

sentation; practice in constructing and telling stories suitable for children from biographies, travel, etc. 3, II—P, C.

MISS RAWL.

English 74P. Children's Literature.—A critical study of literature for primary grades; types of literature; story telling, principles underlying and practice; study of State Course of Study and adopted texts; bibliographies and use of the library. 4, I—P, C.

MISS MICHAELS.

Psychology 82X. Educational Psychology.—A study of original nature, individual differences, the learning process, and mental hygiene in their relation to teaching elementary pupils. 1, I, II (*either term*)—P, C.

MR. BATES (*first term*).

MR. ADAMS (*second term*).

Writing 82X.—A course combining practice for skill with a study of the educational theory underlying the teaching of handwriting. *Schedule to be arranged.* I, II—*Professional credit only, half course.*

MISS KNIGHT.

Geography 83X. Types of Industry.—Identical with Economics S 15^b. A study of the major industries in the United States; the economics of such industries as agriculture, mining, manufacturing, transportation, and banking emphasized. 2, I, II—P, C.

MR. RATCHFORD.

Sociology 91X. Social Problems.—An intensive study of several social problems; crime, pauperism, juvenile delinquency; child labor; charities; race problem; immigration; Americanization. Relation of school and teacher to these problems. 3, I, II—P, C*.

MR. McDONALD.

Music 92X. Elements of Music and Musical Appreciation.—A continuation of Music 51X. 3, I, II—*Professional credit only, half course.*

MRS. BRYANT (*first term*).

History 94X. Citizenship.—Identical with Government S 2^a. A study of the organization, growth, and practical workings of national, state, and local government. A background course for citizenship courses in the public schools. *D, I, II. Credit, 3 semester-hours—P, C.*

MR. R. R. WILSON (*first term*).

MR. R. S. RANKIN (*second term*).

English 96G. English Literature.—This course is included in English S L I. *D, I, II. Credit, 3 semester-hours—P, C.*

MR. JORDAN (*first term*).

MR. WARD (*second term*).

Education 98G. Grammar Grade Methods in Geography and History.—The fundamental purposes in the teaching of geography and history; aims and values; type lessons and organizing subject-matter. *D, II. Credit, 3 semester-hours—P, C.*

MRS. HAWKES.

BIBLICAL LITERATURE

S 1^a. Old Testament History and Literature.—This will include a general survey of the Old Testament. *A, II. Credit, 3 semester-hours—P, C.*

MR. CANNON.

S 1^b. New Testament Background and Literature.—The preparation for Christianity by the Hebrew prophets and intertestamental development: a survey of the New Testament. *B, II. Credit 3 semester-hours—P, C.*

MR. CANNON.

BIOLOGY

S 21. General Biology.—Daily lectures, laboratory work and quizzes. A content course for high school teachers as well as one of the science courses required for graduation. *Credit, 8 semester-hours. Lectures daily, 1; other hours to be arranged, 1, II—P, C.*

MR. HOPKINS AND MR. PACE (*first term*).

MR. CUNNINGHAM AND MR. ORMOND (*second term*).

Zoölogy S 27. Endocrinology.—A study of the structure, physiology, and embryology of the endocrine glands. Students desiring laboratory work in this course should register for S 19. *1, I. Credit, 2 semester-hours—P, C*, G.*

MR. CUNNINGHAM.

Zoölogy S 19. Research.—Students, who in the judgment of the department are prepared, may carry on investigation of a problem during the summer, and credit will be arranged according to the work done, three hours of laboratory work counting one hour credit. *I, II—P, G.*

MR. CUNNINGHAM.

CHEMISTRY

S 1. General Inorganic Chemistry.—Lectures, recitations, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. *Credit, 8 semester-hours. Lectures daily, 1; recitation daily, 4; laboratory hours to be arranged, II—P, C.*

MR. R. N. WILSON AND MR. ———.

DRAWING

See "North Carolina Uniform Curricula for Elementary Teachers," under **Education**. Courses in drawing are given in accordance with requirements of the State Department of Education for professional credit but carry no college credit.

ECONOMICS AND GOVERNMENT

S 1^a. Principles of Economics.—A short course in the essential principles of economic science. Students who complete this course satisfactorily may be admitted to Economics 4 and 6 during the college year 1929-30. *B, I. Credit, 3 semester-hours—P, C.*

MR. HOOVER.

S 1^b. Economic Problems.—A continuation of S 1^a, involving the study of problems. *B, II. Credit, 3 semester-hours—P, C.*

MR. SIKES.

- S 2^a. Elementary Survey of American Government and Politics.**—A study of the organization, growth, and practical working of national, state, and local government in the United States; background course for the work of teachers of citizenship in the public schools. *D, I, II. Credit, 3 semester-hours—P, C.*

MR. R. R. WILSON (*first term*).
MR. R. S. RANKIN, (*second term*).

- S 3^b. Public Finance.**—A course in public finance stressing state and county finance. Recommended as a minor course for public school administrators. *A, II. Credit, 3 semester-hours—P, C*, G.*

MR. SIKES.

(Class enrollment limited to 25.)

- S15^a. Human Geography.**—A course based upon the principles of geography and intended to explain how man's industries are determined by his environment. *3, I—P, C.*

MR. RATCHFORD.

- S15^b. Types of Industry and Industrial Organization.**—A study of major industries in the United States; the economics of such industries as agriculture, mining, manufacturing, transportation, and banking emphasized. Students may select a specific industry for collateral readings and term papers. *2, I, II—P, C.*

MR. RATCHFORD.

- S 27. International Government.**—A study of governmental enterprises carried on through such public international organizations as administrative unions, regional associations of states, the League of Nations, and the Permanent Court of International Justice. In connection with the League of Nations special attention is given to the mediatory system under the Covenant and to the mandatory system. *A, I. Credit, 3 semester-hours—P, C*, G.*

MR. R. R. WILSON.

(Class enrollment limited to 25.)

- S28^a. American Political Institutions.**—A study of the formation and development of the institutions of national government

in the United States. Federal organs of government are treated historically and analytically. *B, II. Credit, 3 semester-hours—P, C*, G.*

MR. R. S. RANKIN.

(Class enrollment limited to 25.)

S 35. Financial History of the United States.—A descriptive and analytical course in the monetary, banking, and financial history of the United States. *A, I. Credit, 3 semester-hours—P, C*, G.*

MR. HOOVER.

(Class enrollment limited to 25.)

ENGINEERING

C.E. S 10. Plane Surveying.—Exercises in use of chain, tape, compass, level, transit, and plane-table; surveys and re-surveys. *Three weeks, eight hours a day, beginning June 1. Credit, 3 semester-hours—C.*

MR. BIRD.

C.E. S 8. Strength of Materials.—Elastic bodies under stress; flexure of simple, overhanging, fixed, and continuous beams; columns; combined stresses; etc. Prerequisite, **C.E. 6.** (*Not offered unless as many as 5 students enroll prior to May 1, paying a special registration fee of \$25 each. Three weeks, schedule to be arranged, beginning June 22. Credit, 3 semester-hours—C.*)

MR. BIRD.

ENGLISH

S C1^a. English Composition.—A course in the fundamentals of English composition, oral and written, identical with **English 11X** of the "Uniform Curricula". When taken in combination with **S C1^b** below, it gives credit for required work in freshman English composition. *3, I, II—P, C.*

MR. PATTON (*first term*).

MR. WARD (*second term*).

S C1^b. English Composition.—Identical with **English 22X** of the "Uniform Curricula". A thorough review of the funda-

mentals of English grammar with special attention to sentence structure, syntax, common errors, etc. Frequent themes. *1, I, II—P, C.*

MR. PATTON (*first term*).

MR. WARD (*second term*).

SL1. English Poetry.—The principles of English versification and a general survey of English poetry. *D, I, II. Credit 3 semester-hours—P, C.*

MR. JORDAN (*first term*).

MR. WARD (*second term*).

SC2^a. English Composition.—By means of instruction, frequent conferences, and extensive writing of assignments this course undertakes to make the student familiar with the qualities of the best prose style. Open only to those who have credit for **SC1^a** and **SC1^b**. *2, I, II—P, C.*

MR. JORDAN (*first term*).

MR. PETERSON (*second term*).

SC2^b. English Composition.—Continuation of **SC2^a**; emphasis upon extensive writing in exposition and narration. When completed in combination with **SC2^a**, this course completes required work in English composition. *3, I, II—P, C.*

MR. JORDAN (*first term*).

MR. PETERSON (*second term*).

SL2^a. Prose Literature.—Reading and study of selected works of the best writers of prose; lectures on the lives of the authors studied; the periods of literary history; origin and growth of the various types of prose literature, with emphasis upon the novel. With **SL2^b** below this course constitutes the regular sophomore course in English literature. **SL2^a** and **SL2^b** do not meet the requirements for sophomore English unless a student has credit for sophomore composition or has so creditable a record on freshman composition as to be excused by the English Department from Composition 2. *D, I. Credit, 3 semester-hours—P, C.*

MR. BLACKBURN.

SL2^b. Prose Literature (Continued).—A continuation of English SL2^a, with emphasis upon biography. Students may enter SL2^b without having had SL2^a, but may not count it toward a degree until SL2^a has been completed. *D, II. Credit, 3 semester-hours—P, C.*

MR. PETERSON.

S 3^c. Shakespeare.—A survey of Shakespeare's histories with special attention to *Richard II*, *Henry IV* (both parts), and *Henry V*. *B, II. Credit, 3 semester-hours—P, C*.*

MR. MITCHELL.

S 5^c. Prose of the Early Nineteenth Century.—A survey of the chief prose writers of the early nineteenth century with special attention to Lamb, Coleridge, Hazlitt, De Quincey, and the reviewers. *A, II. Credit, 3 semester-hours—P, C*, G.*

MR. MITCHELL.

(Class enrollment limited to 25.)

S11^b. English Literature, 1744-1798.—In this course a study is made of the literature of the last half of the eighteenth century and of the development of the periodical essay, the novel, and the spirit of Romanticism. *D, I. Credit, 3 semester-hours—P, C*.*

MR. PATTON.

S 20. Milton.—Careful study of Milton's chief works, with some attention to the minor poems. Illustrative reading and reports on special topics by members of the class. *D, I. Credit, 3 semester-hours—P, C*, G.*

MR. GILBERT.

(Class enrollment limited to 25.)

S 24. Bibliography and Methods of Research.—This course or its equivalent is required of all candidates for higher degrees in English. It should be taken by all students who are planning to work on theses during the summer. The illustrative matter in the summer of 1929 will be taken from the literature of the Elizabethan or Jacobean period. *B, I. Credit, 3 semester-hours—P, G.*

MR. GILBERT.

(Class enrollment limited to 20.)

S25^a. Tennyson and Browning.—A course consisting chiefly of a study of the poetry of Tennyson with emphasis upon his longer works, with a briefer study of Browning; lectures, class analyses, and frequent written reports on collateral readings. *B, I. Credit, 3 semester-hours—P, C*.*

MR. BLACKBURN.

S27^a. Studies in the Romantic Poets of the Early Nineteenth Century.—An exhaustive study of the works of Shelley and their background. *A, I. Credit, 3 semester-hours—P, C*, G.*

MR. WHITE.

S30^a. Special Studies in Victorian Literature: Tennyson.—*B, II. Credit, 3 semester-hours—P, C*, G.*

MR. GREENE.

S30^b. Special Studies in Victorian Literature: Browning.—*D, II. Credit, 3 semester-hours—P, C*, G.*

MR. GREENE.

FRENCH

S2^a. Second-Year French.—Reading and translation, alternate exercises in grammar review, verb drill, and writing in French at dictation. *B, I. Credit, 3 semester-hours—P, C.*

MR. CAMPBELL.

S2^b. Second-Year French.—Reading and translation, with prose composition. *D, I. Credit, 3 semester-hours—P, C.*

MR. CAMPBELL.

S10^a. Old French.—An introduction to the Old French language and literature. Brief study of Old French grammar; reading of extracts from the *Chanson de Roland*; lectures. *A, II. Credit, 3 semester-hours—P, C*, G.*

MR. COWPER.

(Class enrollment limited to 20.)

S13^a. Survey of French Literature: The Sixteenth and Seventeenth Centuries.—*B, I. Credit, 3 semester-hours—P, C*, G.*

MR. WEBB.

(Class enrollment limited to 25.)

- S13^b. Survey of French Literature: The Eighteenth and Nineteenth Centuries.**—*B, II. Credit, 3 semester-hours—P, C*, G.*

MR. COWIER.

(Class enrollment limited to 25.)

- S14. Victor Hugo.**—The works written in exile, especially the *Contemplations*, *La Légende des Siècles*, and *Les Misérables*. *A, I. Credit, 3 semester-hours—P, C*, G.*

MR. WEBB.

(Class enrollment limited to 25.)

GERMAN

- S1^a. Elementary German.**—Grammar, with composition, simple reading, and spoken German. *A, I. Credit, 3 semester-hours—P, C.*

MR. F. E. WILSON.

- S1^b. Elementary German.**—Grammar, reading, and translation. *D, I. Credit, 3 semester-hours—P, C.*

MR. F. E. WILSON.

- S2^a. Second-Year German.**—Reading and translation of easy German prose, lyrics, and ballads, with a systematic review of grammar and composition exercises based on the selections read. *A, II. Credit, 3 semester-hours—P, C.*

MR. KRUMMEL.

- S2^b. Second-Year German.**—Reading and translation of narrative prose, a modern prose comedy, and one of Schiller's blank verse dramas. *D, II. Credit, 3 semester-hours—P, C.*

MR. KRUMMEL.

HISTORY

- S1^a. European Background of American History.**—Primarily for grammar-grade teachers of American history and its European background. *1, I, II—P, C.*

MR. LANNING (*first term*).

MR. COMMAGER (*second term*).

- S 9^a. American History to 1828.**—A rapid survey of the Colonial and Revolutionary periods followed by a more intensive study of the National period down to the beginning of Jackson's administration. *3, I, II—P, C.*

MR. LANNING (*first term*).

MR. COMMAGER (*second term*).

- S 9^b. American History, 1828-1865.**—A study of national expansion, sectional rivalry, railway extension, slavery, political parties, international relations, and the Civil War. *4, I, II—P, C.*

MR. LANNING (*first term*).

MR. COMMAGER (*second term*).

- S 3^c. Studies in the Period of Reconstruction.**—Individual research on special topics by the seminar method; a critical examination of bibliography and sources; a study of presidential and congressional reconstruction with attention to constitutional issues; and an investigation of conditions in the South. *D, I. Credit, 3 semester hours—P, C*, G.*

MR. RANDALL.

(Class enrollment limited to 20.)

- S 3^d. Recent American History Since 1890.**—Materials and technique of contemporary history; development of the United States within the last three decades; economic growth, population, imperial problems, progressive movements, party struggles, constitutional questions, foreign relations, the Monroe Doctrine, development under Roosevelt and Wilson, problems of neutrality (1914-1917), the World War, and post-war issues. *B, I. Credit, 3 semester-hours—P, C*, G.*

MR. RANDALL.

(Class enrollment limited to 25.)

- S117. Europe from 1870 to 1914.**—An intensive survey of the history of European international relations from 1870 to 1914, with emphasis upon such underlying forces as nationalism, imperialism, the press, and public opinion. *B, II. Credit, 3 semester-hours—P, C*, G.*

MR. CARROLL.

(Class enrollment limited to 25.)

- S217. International Relations, 1870 to 1914.**—A survey of the literature and sources for the study of international relations during the period covered in **S117**, and directed research in assigned topics. A reading knowledge of French or German is desirable. Open to students enrolled in **S117** or to those who have had its equivalent. *D, II, 3 semester-hours credit—P, G.*

MR. CARROLL.

(Class enrollment limited to 15.)

LATIN AND ROMAN STUDIES

- S 28. Topography and Monuments of Ancient Rome.**—An introductory study of the history and development of the city and vicinity from an archaeological point of view. Maps, pictures, slides, and, to a limited extent, literary and epigraphic source materials will be employed in studying the public and domestic architecture, building materials and methods of construction, and decorative sculpture and painting. Recommended to students and teachers of Latin, ancient history, art, and archaeology. *A, I. Credit, 3 semester-hours—P, C*, G.*

MR. ROSBOROUGH.

(Not offered unless as many as eight students enroll on or before May 1, 1929.)

- S 29. Cicero: Philosophical and Rhetorical Works: Selections.**—A course designed to assist the student to acquire facility in the reading, translation, and interpretation of Ciceronian prose. The work will afford a thorough review for important principles of syntax, prose style, etc., and at the same time cover literature seldom offered in course. *B, I. Credit, 3 semester-hours—P, C*, G.*

MR. ROSBOROUGH.

(Not offered unless as many as eight students enroll on or before May 1, 1929.)

MATHEMATICS

- S 1^a. College Algebra.**—This course will cover the following topics: review of elementary algebra, quadratic equations, properties of quadratics, progressions, variation, logarithms,

mathematical induction, binomial theorem, functions, theory of equations, permutations and combinations, determinants. *A, I. Credit, 3 semester-hours—P, C.*

MR. ARNOLD.

S 2^a. Plane and Spherical Trigonometry.—Trigonometrical formulas; solution of special problems. *B, I. Credit, 3 semester-hours—P, C.*

MR. ARNOLD.

S 2^b. Analytic Geometry.—The definitions, equations, and properties of the straight line and conic sections in rectangular coördinates; parametric equations of loci, tangents, normals, etc., and transformations of coördinates; the general equation of the second degree. *A, II. Credit, 3 semester-hours—P, C*.*

MR. PATTERSON.

S 3^a. Differential Calculus.—*D, I. Credit, 3 semester-hours—P, C*.*

MR. W. W. RANKIN.

S 3^b. Integral Calculus.—*D, II. Credit, 3 semester-hours—P, C*.*

MR. PATTERSON.

S 4^b. Modern Higher Algebra.—A study of linear dependence, solution of a set of linear equations. Study of matrices, linear transformations, invariants of linear transformations, bilinear forms. *A, I. Credit, 3 semester hours—P, C*, G.*

MR. ELLIOTT.

(Class enrollment limited to 25.)

S 8^a. Analytic Geometry of Space.—This course and S 8^b include in order the usual subjects treated in rectangular coördinates; tetrahedral coördinates (introduced by means of linear transformations, under which various invariant properties are established), and an introduction to differential geometry. Prerequisite: Analytic Geometry and preferably Calculus, with which it may, however, be taken simultaneously. *B, I. Credit, 3 semester-hours—P, C*, G.*

MR. ELLIOTT.

(Class enrollment limited to 25.)

- S 8^b. **Analytic Geometry of Space (Continued).**—This course will be given only on condition that as many as six students enroll prior to June 25, and carries a special registration fee of \$25.00. *Schedule to be arranged for the first three weeks of the second term. Credit, 3 semester-hours—P, C*, G.*
MR. ELLIOTT.

- S 13. **The Teaching of Mathematics.**—Designed primarily for those who intend to teach mathematics. Recent changes in methods of studying mathematics; careful study of the report of the national committee on "The Reorganization of Mathematics in Secondary Education"; wide investigation into the literature on mathematics; coördination of geometry and algebra in junior high school mathematics; etc. *B, I. Credit, 3 semester-hours—P, C*, G.*
MR. W. W. RANKIN.
(Class enrollment limited to 25.)

PHYSICS

- S 1. **Preliminary Physics.**—Lectures, recitations and individual laboratory work covering the fundamental phenomena of physics, a course substantially equivalent to the Physics I of the winter term. Two lectures, one recitation, and one laboratory period daily. *I; schedule to be arranged. Credit, 8 semester-hours—P, C.*
MR. EDWARDS AND MR. CARPENTER.
AND MR. BARNES.

PSYCHOLOGY

- S14^a. **Child Psychology.**—The outstanding characteristics of children of the primary and grammar-school ages; a course intended primarily for primary and grammar-grade teachers. Text-book, discussions, and exercises. *4, I, II—P, C.*
MR. BATES (*first term*).
MR. ADAMS (*second term*).
- S14^b. **Psychology of Adolescence.**—The characteristics of the youth of the high school age, a course intended primarily for high school teachers. Text-book, discussions, and exercises. *3, I—P, C*.*
MR. BATES.

- S14^a. General Psychology for Teachers.**—A study of original nature, individual differences, the learning process, etc.; a survey of the principles of general psychology peculiarly applicable to the work of the teacher. *1, I, II—P, C.*

MR. BATES (*first term*).

MR. ADAMS (*second term*).

- S1^a. Introduction to General Psychology: General Principles.**—Lectures, demonstrations, prescribed readings, and reports. *3, II.*

MR. ADAMS.

RELIGION

- SR3^a. The Denominations in America: the Colonial Period.**—A study of the transfer of the various denominations to the English colonies, and their problems to the Revolutionary War. *A, I. Credit, 3 semester-hours—P, C*, G.*

MR. GARBER.

- SR3^b. The Denominations in America: the National Period.**—The relations of church and state; steps toward Christian unity; the small sects; the young people's movement; Christian education; modern theological issues. *B, I. Credit, 3 semester-hours—P, C*, G.*

MR. GARBER.

SPANISH

- S1^a. Elementary Spanish.**—Pronunciation, grammar, conversation, and reading of easy prose. *B, I. Credit, 3 semester-hours—P, C.*

MR. BRIDGERS.

- S1^b. Elementary Spanish.**—Pronunciation, grammar, conversation, and reading of easy prose. *D, I. Credit, 3 semester-hours—P, C.*

MR. BRIDGERS.

- S2^a. Second-Year Spanish.**—Thorough review of grammar, with exercises in composition, conversation, and dictation. *A, II. Credit, 3 semester-hours—P, C.*

MR. LISTER.

- S2^b. Second-Year Spanish.**—Reading and translation; exercises in conversation and dictation. *D, II. Credit, 3 semester-hours—P, C.*

MR. LISTER.

Announcement

JUNALUSKA SUMMER SCHOOL, Inc.

(AFFILIATED WITH DUKE UNIVERSITY)

LAKE JUNALUSKA, N. C.

INSTRUCTORS

BENJAMIN GUY CHILDS,

(Duke University),

A.B., A.M., University of Virginia; University of Virginia, 1920-22;

DIRECTOR;

EDUCATION, SOCIOLOGY.

HUGO LEANDER BLOMQUIST,

(Duke University),

B.S., The University of Chicago; Pasteur Institute, 1919; Ph.D.,
The University of Chicago;

BIOLOGY AND HYGIENE.

WILLIAM IVEY CRANFORD,

(Duke University),

A.B., Duke; Ph.D., Yale;

PSYCHOLOGY.

ROBERT TAYLOE DUNSTAN,

(Greensboro College for Women),

A.B., Duke; A.M., Ph.D., University of Wisconsin;

SPANISH.

BELLE CURRIN GHOLSON,

(Durham High School),

A.B., A.M., Duke;

EDUCATION.

WALTER KIRKLAND GREENE,

(Duke University),

A.B., Wofford; A.M., Vanderbilt; A.M., Ph.D., Harvard;

ENGLISH.

QUINTON HOLTON,

(Head of Department of History, Durham High School),

A.B., Duke; The University of Chicago, 1921-23;

HISTORY.

ALLISON W. HONEYCUTT,

(Superintendent Hendersonville City Schools),

A.B., Wake Forest; Graduate Study, Columbia University;

EDUCATION.

WILLIAM CHARLES McCALL,

*(University of South Carolina),*A.B., A.M., University of South Carolina; The University of
Chicago, 1926-27;

EDUCATION.

EDNA MORGENTHALER,

(Elementary Supervisor, High Point City Schools),

A.B., University of Nebraska; A.M., Columbia;

PRIMARY EDUCATION.

HIRAM EARL MYERS,

(Duke University),

A.B., Duke; S.T.B., S.T.M., Boston University;

BIBLICAL LITERATURE.

ROBERT LEMUEL WIGGINS,

(Randolph-Macon College),

A.B., Emory; A.M., Vanderbilt; Ph.D., Virginia;

ENGLISH.

WILBERT ARMONDE JENKINS,

(Fellow in Biology, Duke University),

A.B., Duke;

ASSISTANT IN BIOLOGY.

ISABEL MARTIN,

(Cullowhee State Normal School),

A.B., Duke;

DRAWING.

VIVIAN MOIZE,
(*Assistant in Physical Education, Duke University*),
Graduate, Central School of Hygiene and Physical Education;
PHYSICAL EDUCATION.

ENGLISH.

BUSINESS MANAGER

HUGH J. SLOAN,
Waynesville, North Carolina.

CALENDAR

The Junaluska Summer School, Inc., will open June 10 and will close July 18. Recitations will be held five days in the week, all Mondays except July 1 and July 15 being holidays. Thursday, July 4, will be observed as Independence Day.

REGISTRATION

Monday, June 10, is registration day for all students. This day, between the hours of 9 A.M. and 5 P.M., will be allowed for students to matriculate, select courses, and make arrangements concerning board and lodging. Regular classes will meet at 8:15, Tuesday morning, and recitation work will begin at once. Students are advised against late entrance since this very seriously affects school work as well as credits that may be obtained.

ADMISSION

All applicants for admission must have completed a high school course. As evidence of this, a teacher's certificate of grade as high as North Carolina State ele-

mentary will be accepted from teachers with two or more years of experience. Certificates of high school graduation and other credentials should be submitted to the Director at the time of registration.

COURSES OFFERED

Professional courses are offered for teachers in elementary schools, teachers of primary grades and of grammar grades, and teachers of high school subjects.

For qualified college students, including high school graduates who may wish to begin their college course in the summer instead of waiting until September, instruction will be offered in economics, education, English, Biblical literature, biology, history, Spanish, psychology, and sociology. Credit is allowed towards the A.B. degree at Duke University for these courses, and credit towards the A.M. degree is allowed for the course in field botany. Professional credit towards the raising or renewal of a North Carolina teacher's certificate will be allowed for the successful completion of courses in drawing and physical education.

COURSE IN FIELD BOTANY

A special course in field botany will be offered to public school teachers of nature study, high school teachers of botany and biology, and to qualified college students. The course is unique in that it will consist of a careful survey of the plant life found in the mountains of western North Carolina. Frequent excursions and field trips will be made to Mount Mitchell, Mount Pisgah, the famous Pink Beds, and other sections abundant in unusual flora. A considerable amount of time will be spent in the new Great Smoky Mountain National Park area.

High school teachers and elementary school teachers of botany and related subjects will find ample opportunity for extensive study in this attractive field with either undergraduate or graduate credit.

ROOM AND BOARD

The hotels and lodging places on the Southern Assembly Grounds at Lake Junaluska have guaranteed summer school students board and room at the special rate of \$10.00 per week, with bed-linen furnished. Room and board will be provided at the same rate in the Mission Building, the Summer School headquarters, for a limited number of early applicants. Further information relative to board and room may be obtained by addressing H. J. Sloan, Business Manager, Waynesville, North Carolina, or R. E. Nollner, The Southern Assembly, Lake Junaluska, N. C.

FEES AND EXPENSES

Tuition charge for college students other than teachers is \$10.00. Teachers are exempt from tuition. The registration fee, paid by every student, is \$20.00. Expenses may therefore be estimated as follows:

Registration	\$20.00
Room and Board.....	60.00
Library and Recreation.....	2.00
	<hr/>
	\$82.00

To this should be added about \$5.00 for books and probably \$5.00 for miscellaneous expenses, besides the tuition charge for students other than teachers. A laboratory fee of \$2.50 will be charged students taking courses in biology.

COURSES OF INSTRUCTION*

EDUCATION

S 1^a. Introduction to Teaching.—Primarily for college juniors and seniors who have had a general course in education; intended to serve as the student's first study of the purposes and problems of the public school. *Daily, first period.*

MR. HONEYCUTT.

S 5^a. Introduction to Educational Sociology.—Principles of sociology necessary to an understanding of the school as a social institution; a consideration of such topics as social forces, social processes, and social problems; particular emphasis upon the study of the school as a coördinating and correlating agency in society. (Identical with Sociology S 5^a.) *Daily, second period.*

MR. CHILDS.

S 6^d. High School Administration and Supervision.—Intended for principals and teachers. The principles of secondary education applied to the solution of practical problems of the high school. Special investigations, readings, and reports. *Daily, fourth period.*

MR. CHILDS.

S 8^b. Educational Tests and Measurements.—Study of standardized tests and scales with emphasis on their service in the improvement of instruction. *Daily, second period.*

MR. MCCALL.

S 10^b. General Methods for Secondary Schools.—Class-room management and discipline; the teacher's use of the question; the project and how to organize it; the socialized recitation; supervised study; etc. *Daily, first period.*

MR. MCCALL.

* All courses carry two semester-hours of college credit unless otherwise indicated.

S14^b. Psychology of Adolescence.—Characteristics of children of junior- and senior-high school age; the changes of most educational significance in this transition period. Intended for high school teachers. *Daily, fifth period.*

MR. CRANFORD.

NORTH CAROLINA "UNIFORM CURRICULA" FOR ELEMENTARY TEACHERS

(Units 1 and 2 have now been completed by practically all teachers, but teachers who have not had English 11X and 22X should take SC1^a and SC1^b listed under English, this bulletin.)

SUMMER SCHOOL UNIT NO. 3

(Required of teachers who have completed Units 1 and 2.)

Education 35P. Primary Methods in Language.—Oral and written language; story telling—principles underlying, choice of material, learning and telling a selected number of primary stories; dramatization, its educational value, relation to other subjects, and place in the primary grades. For teachers of the primary grades. *Daily, third period.*

MISS MORGENTHALER.

History 31G. The European Background of American History.—Identical with History S 1^a. The aim of this course is to give the student a grasp of the subject-matter of the European background course in our elementary schools and an interpretative background to American history. *Daily, third period.*

MR. HOLTON.

English 33X. English Composition.—The most advanced course in English composition required of elementary teachers; emphasis upon the power of the student to collect material and organize ideas and effectively express them in narration, description, and exposition; review of paragraphing, use of words, etc. *Daily, second period.*

MR. WIGGINS.

Geography 31X. Principles of Geography.—A course based upon the principles of geography and intended to explain how man's industries and his life are determined by his en-

vironment. Collateral readings, map study, and term papers. A standard text-book is used. *Daily, fourth period.*

MRS. GHOLSON.

Drawing 31X. Fundamentals of Drawing.—A presentation of skills fundamental in teaching the drawing of the State Course of Study, as well as skills that are helpful in teaching other subjects of the elementary school curriculum. *Professional credit only, half course. Daily, first period.*

MISS MARTIN.

SUMMER SCHOOL UNIT NO. 4

(Required of teachers who have completed Units 1, 2, and 3. But see statement under Biology 41X.)

Biology 41X. General Biology.—An introductory course intended as a basis for the study of psychology, physiology, botany, zoölogy, etc. Since course is offered only in combination with courses 62X and 73X described below, students are advised to take Physiology 51X and postpone this work until the rest of Unit 4 has been completed. The State Department of Education permits the so-called "Irregular Unit in Biology" described below to be taken at any time after Unit 3 but recommends that it be taken after Unit 4 or Unit 5. (See "Irregular Unit in Biology.")

MR. BLUMQUIST AND MR. JENKINS.

Psychology 41X. Child Study.—The development of the child in mental, moral and social nature; influence of heredity and environment; meaning of infancy; innate tendencies and capacities; etc. *Daily, first period.*

MR. CRANFORD.

History 41X. American History.—A survey of the colonial and revolutionary periods, followed by more intensive study of the early constitutional period. *Daily, second period.*

MR. HOLTON.

Physical Education 42P. Physical Education for Primary Grades.—Psychological basis of play; games suitable for children at the primary stage of mental and physiological development; health habits; etc. *Daily, fifth period.*

MISS MOIZE.

Physical Education 42G. Physical Education for Grammar Grades.—

Treatment similar to that in course **42P** above, with special reference to grammar grades. *Daily, fifth period.*

MISS MOIZE.

IRREGULAR UNIT IN BIOLOGY

(This unit may be taken at any time after the completion of Units 1, 2, and 3 but should be taken immediately after Unit 4 or Unit 5.)

Biology 41X (General Biology), 62X (Plants), 73X (Animals).—

An introductory course intended as a foundation for the study of psychology, physiology, botany, zoölogy, etc. The treatment of plants attempts two things: (1) through the study of types to acquaint the student with the morphology and physiology and reproduction in plants, from the one cell to seed plants, (2) through field work to acquaint the student with as much common and local flora as possible. This part of the course is intended to serve as a foundation for the teaching of nature study and elementary science. The treatment of the part of the course dealing with animals is similar in aim and method to the treatment of the part dealing with plants. *Daily, lecture fourth period; laboratory schedule to be arranged. Credit, 8 semester-hours, constituting a complete unit.*

MR. BLOMQUIST AND MR. JENKINS.

SUMMER SCHOOL UNIT NO. 5

Physiology 51X. Personal and School Hygiene.—General, personal, and school hygiene; cause, transmission, and prevention of communicable diseases; more common defects of school children; etc. *Daily, third period.*

MR. BLOMQUIST.

History 52X. American History (Continued).—A continuation of **41X**. The Jacksonian democracy, national expansion, sectional rivalry, railway extension, slavery, political problems, international relations, and the Civil War. Texts, readings, and reports. *Daily, fifth period.*

MR. HOLTON.

Education 55G. Teaching of Grammar-Grade Arithmetic.—Psychology of arithmetic; place and value of drill; problem solving; diagnosis of difficulties, and remedial measures; methods; sources of problems; place of arithmetic in the elementary school curriculum. *Daily, fourth period.*

MISS MARTIN.

Education 56P. Primary Numbers and Projects.—The psychology of arithmetic; development of the number concept in the primary grades; place of drill; projects as a basis for formal number work. *Daily, fourth period.*

MISS MORGENTHAUER

SUMMER SCHOOL UNITS 6-9—SELECTED COURSES

(Recommended for teachers holding the Elementary A certificate.)

Biology 51X, 62X, and 73X as described above.

Education 67P. Primary Curriculum.—The aims and objectives of education in the primary grades; subject matter and school activities necessary to obtain these aims and objectives; study of the State Course of Study; organization of the primary curriculum; the place of projects and child activities. A course for primary teachers. Grammar-grade teachers desiring a similar course should take **66G** below. *Daily, fourth period.*

MR. HONEYCUTT.

Education 66G. A Study of the Grammar Grade Curriculum.—The aims and objectives of education in the intermediate and grammar grades, pupil activities and experiences for accomplishing these, organization of the grammar grade curriculum, etc. The North Carolina State Course of Study will be used in addition to a text-book on the elementary school curriculum. For teachers of the grammar grades. Primary teachers desiring similar work should elect **67P** above. *Daily, second period.*

MR. HONEYCUTT.

Geography 62P. Primary Geography and Nature Study.—The function, aim, and place of geography and nature study in the

primary curriculum. Consideration of such content as primitive life and occupations; observational effects of weather changes and climate on nature and life; certain physiographic changes and features which can be observed and appreciated; some acquaintance with the out-of-doors, common birds, butterflies, insects, animals, trees, flowers, etc.; methods of teaching such material. Use will be made of the State Course of Study, text-books in geography and nature study, and professional books on these subjects. *Daily, fifth period.*

MRS. GHOLSON.

English 74P. Children's Literature.—A critical study of literature for primary grades; types of literature; Mother Goose, nonsense and fairy tales, fables, myths, legends, nature stories, poetry, etc.; story telling, principles underlying and practice; bibliographies and use of the library. *Daily, second period.*

MISS MORGENTHALER.

English 74G. American Literature.—Identical with English S 4°. Intended to give a background for the American literature of the grammar grades. *Daily, first period.*

MR. WIGGINS.

Drawing 72P. Drawing for Primary Grades.—This course considers the topics introduced in course 31X with special reference to the work of the primary grades. *Daily, fifth period. Professional credit only, half course.*

MISS MARTIN.

Drawing 72G. Drawing for Grammar Grades.—This course considers the topics introduced in course 31X with special reference to the work of the grammar grades. *Daily, fifth period. Professional credit only, half course.*

MISS MARTIN.

Psychology 82X. Educational Psychology.—A study of original nature, individual differences, the learning process, and mental hygiene in their relation to teaching the elementary school subjects. *Daily, third period.*

MR. CRANFORD.

Religious Education 91X. The Use of the Bible in Public Schools.—A survey of the present situation in Religious Education as related to the public school system, followed by a discussion of various methods of religious instruction, closing with the presentation of practical examples of Biblical material suitable for public school use. *Daily, third period.*

• MR. MYERS.

Sociology 91X. Social Problems.—An intensive study of several social problems: crime, pauperism, juvenile delinquency; child labor; feeble-mindedness; charities, race problem; immigration; Americanization. Relation of the school and teacher to these problems. *Daily, fifth period.*

MR. MCCALL.

History 94X. Citizenship.—A study of the organization, growth, and practical workings of national, state, and local government in the United States. The course is intended to serve as a background for the work of teachers of citizenship courses in the public schools. *Daily, second period.*

MRS. GHOLSON.

English 96G. English Poetry.—*Credit, 3 semester-hours. Daily, fourth and fifth periods.*

MR. ———.

BIBLICAL LITERATURE

S 1^a. Old Testament History.—This course begins with Genesis and covers the historical books of the Old Testament. *Daily, first period.*

MR. MYERS.

S 1^b. Jesus and Paul.—A general survey of the New Testament is undertaken in this course, with particular emphasis on the teaching of Jesus and the life and work of Paul. *Daily, second period.*

MR. MYERS.

[Students desiring complete credit for Bible 1 should take Religious Education 91X preceding, in addition to S 1^a and S 1^b.]

BIOLOGY

- S 7^a. Hygiene.**—Problems of community and personal hygiene with especial reference to teachers and schools. *Daily, third period.*

MR. BLOMQUIST.

- S 21. General Biology.**—Daily lectures, laboratory work, and quizzes. A content course for high school teachers as well as one of the science courses required for college graduation. *Lectures daily, fourth period. Credit, 8 semester-hours.*

MR. BLOMQUIST.

- S 25. Field Botany.**—The aim of this course is to present to the students a first-hand knowledge of plants in their native habitats. The field work will be done in the mountain areas of Western North Carolina and will include the Pisgah Forest and Smoky Mountain sections. The course will consist of practice in the identification of plants in the field and a study of their natural history and associations. Field trips daily, also lectures, readings, reports, etc. *Credit, 4 semester-hours for A.B. or A.M. degree. Hours to be arranged.*

MR. BLOMQUIST.

ENGLISH

- SC1^a. English Composition.**—A course in the fundamentals of English composition, oral and written. Written exercises as in the regular term. *Daily, first period.*

MR. GREENE.

- SC1^b. English Composition.**—A thorough review of the fundamentals of English grammar with special attention to sentence structure, syntax, common errors, etc. Frequent themes. *Daily, third period.*

MR. WIGGINS.

- SL 1. English Poetry.**—The principles of English versification and general survey of English poetry. Identical with 96G of the "Uniform Curricula." *Credit, 3 semester-hours. Daily, fourth and fifth periods.*

MR. ———.

SC2^a. English Composition.—By means of instruction, frequent conference, and extensive writing of assignments this course undertakes to make the student familiar with the qualities of the best prose style. Open only to those who have credit for **SC 1^a** and **SC 1^b**. *Daily, second period.*

MR. WIGGINS.

S 4^c. American Literature for Elementary Teachers.—A selection from the American literature taught in the last three grades of grammar school, and a study of this material and its background. *Daily, first period.*

MR. WIGGINS.

S 7^a. Anglo-Saxon.—The study of the essentials of Anglo-Saxon grammar and the reading of representative selections from Anglo-Saxon prose and verse. *Daily, third period.*

MR. GREENE.

S20^a. Milton.—A study of Milton's prose and poetry with discussions of his sources, literary art, and relation to contemporary literature. *Daily, fourth period.*

MR. GREENE.

S27^a. The Romantic Poets.—Some of the more important of the Romantic poets and their contributions to literature. Lectures, analyses, and written reports. *Daily, fifth period.*

MR. WIGGINS.

HISTORY

S 1^a. European Background of American History.—Primarily for grammar-grade teachers of American history or the European background. *Daily, third period.*

MR. HOLTON,

S 9^a. American History to 1829.—A survey of the Colonial and an Revolutionary periods followed by more intensive study of the Constitutional period down to the beginning of Jackson's administration. A course designed to meet the needs of elementary teachers. *Daily, second period.*

MR. HOLTON.

- S 9^b. American History 1830-1865.**—A study of national expansion, sectional rivalry, slavery, political parties, international relations, and the Civil War. Text, lectures, readings, and reports. *Daily, fifth period.*

MR. HOLTON,

PSYCHOLOGY

- S14^a. Child Psychology.**—The outstanding characteristics of children of the primary and grammar-school ages; their bodily growth and development and its sensitiveness to their environment; their characteristic ways of knowing, feeling, and acting; and the best methods and materials for stimulating and guiding development. Text-book, discussions, and exercises. *Daily, first period.*

MR. CRANFORD.

- S14^b. Psychology of Adolescence.**—The characteristics of the youth of high school age that are of interest and importance to teachers of high school students. This course is intended primarily for them. Text-book, discussions, and exercises. *Daily, fifth period.*

MR. CRANFORD.

- S14^c. General Psychology for Teachers.**—A survey of the principles of general psychology that are peculiarly applicable to the practical work of the teacher. *Daily, third period.*

MR. CRANFORD.

SOCIOLOGY

- S 5^a. Introduction to Educational Sociology.**—A study of social forces, processes, and values as affecting education, and the interaction of school and community. *Daily, second period.*

MR. CHILDS.

- S 5^c. Social Problems.**—This course will concern itself with social principles and problems. It will make an intensive study of such problems as dependency, delinquency, and defectiveness; charities and corrections. *Daily, fifth period.*

MR. MCCALL.

- S 5^d. Rural Sociology.**—A brief study of the rural community and its social phenomena. Emphasis upon such institutions as rural church, rural school, and rural home. Readings, field-trips, observations and reports. *Daily, third period.*

MR. CHILDS.

SPANISH

- S 1^a. Elementary Spanish.**—Pronunciation, grammar, conversation, and reading of easy prose. *Credit, 3 semester-hours. Daily, first and second periods.*

MR. DUNSTAN.

- S 1^b. Elementary Spanish.**—Pronunciation, grammar, conversation, and reading of easy prose. *Credit, 3 semester-hours. Daily, second and third periods.*

MR. DUNSTAN.

RESERVATION IN ADVANCE

Students should enroll as promptly as possible. Application for reservation may be made by sending the enclosed application blank properly filled in to B. G. Childs, Director, Duke University, Durham, N. C. A part payment of \$5.00 on the registration fee should be enclosed with the application; checks should be made to H. J. Sloan, Business Manager.

Announcement

JUNALUSKA SCHOOL OF RELIGION

LAKE JUNALUSKA, N. C.

INSTRUCTORS

ELBERT RUSSELL, A.B., A.M., Ph.D.

*Acting-Dean of the School of Religion and Professor of
Biblical Interpretation,
Duke University.*

WILLIAM CLAYTON BOWER, A.M.

*Professor of Religious Education,
The University of Chicago.*

FRANKLIN SIMPSON HICKMAN, A.B., A.M., S.T.B.,
Ph.D.,

*Professor of the Psychology of Religion and Homiletics,
Duke University.*

GILBERT THEODORE ROWE, A.B., D.D., Litt.D.,

*Professor of Christian Doctrine,
Duke University.*

WYATT AIKEN SMART, A.B., B.D., D.D.,

*Professor of Biblical Theology,
Emory University.*

JAMES VOORHEES THOMPSON, A.B., B.D., Ph.D.,

*Professor of Administration of Religious Education,
Northwestern University.*

Professor of Christian Missions and the History of Religion,

CALENDAR: SCOPE OF WORK

The second session of the Junaluska School of Religion will be held at Lake Junaluska, North Carolina, from July 22 to September 2, 1929. It will be conducted under the joint management of Duke University, the General Sunday School Board, and the Board of Missions, with the coöperation of other boards of the Church. The purpose is to conduct a summer school of religion which shall meet the growing demand for advanced study in the Bible, Theology, Religious Education, Missions, and allied subjects.

There will be two classes of students, those who are graduates of high schools and who may have had one or more years in college, and those who are graduates of colleges. The school is open to men and women. The credits secured for work done will be Duke University credits, and will count toward the A.B. and B.D. degrees.

The School is designed for pastors, church workers, missionaries, and students who desire to fit themselves the better for their work or to add credits looking toward the securing of university degrees.

COURSES

Courses will be offered meeting five times a week with fifty-minute periods. Each course, satisfactorily completed, will receive a credit of two semester-hours in Duke University. Three such courses may be taken by each student, but it is recommended that students enroll for two courses only. The courses offered are divided into two groups. The first group consists of courses for college undergraduates who are graduates of high schools and who desire credits looking toward the A.B. degree. The second group consists of courses

for college graduates who desire credits looking toward the B.D. degree. These courses may also be taken by college undergraduates who have completed the junior year and are ranked as incoming seniors in college.

GROUP I

FOR COLLEGE UNDERGRADUATES

Course 1. New Testament History.—A survey course in the beginnings of Christianity, from the birth of Jesus to the making of the New Testament canon.

PROFESSOR SMART.

Course 3. The Earlier Prophets.—The beginnings of prophecy in Israel, the historical background and personal experience of the prophets of the Eighth Century, their books and teaching.

PROFESSOR RUSSELL.

Course 5. Psychology of Preaching.—A psychological study of the preaching motive, the relation of the preacher to his congregation, and the relation of the preacher to society in general.

PROFESSOR HICKMAN.

Course 7. Missions in the Modern World.—A survey of present religious conditions and the status of missionary work in the important mission fields; the great missionary agencies, their foundation and growth; social progress in home and foreign fields.

PROFESSOR ———.

GROUP II

FOR COLLEGE GRADUATES (AND FOR COLLEGE SENIORS)

Course 2. The Teachings of Jesus.—Using the Synoptic Gospels as a basis, the teachings of Jesus on religious, ethical and social subjects will be studied in an effort to understand his thought and his message to our day.

PROFESSOR SMART.

Course 4. Hebrew History.—A survey of the history of the Hebrews in its relation to contemporary oriental history, with special emphasis on the literature and religious institutions.

PROFESSOR RUSSELL.

Course 6. The Theory of Religious Education.—A course in the principles which underlie the program of religious education; its aims and the social factors involved.

PROFESSOR HICKMAN

Course 8. The Curriculum of Religious Education.—Historical theories of the curriculum; current theories of curriculum theory; the conception of the curriculum as enriched and controlled experience; the basic principles involved in this conception of the curriculum; the effect of this conception upon subject matter, organization, and method of the curriculum; a critical, comparative view of current trends of curriculum theory in the light of this conception.

PROFESSOR BOWER.

Course 10. The Technique of Teaching Religion.—A study of the nature of method as related to the development of Christian personality; the unit of learning from the standpoint of enrichment and control of learner experience; the steps by which persons learn to reconstruct their own experience; the generalization and integration of responses; learner participation in determination of the content and procedure of learning; technique of guidance; utilization of the learner's past experience and racial experience; motivation of the learning process; development of appreciation, especially in the form of worship, as a part of the learning process; measurements of the results of learning.

PROFESSOR BOWER.

Course 12. The Organization and Administration of Religious Education.—The educational function of the church; organization of the church school; making and administering a program; functions of the church-school board; functions of the church-school director, including analysis of his task in selected schools; management of pupils; securing and administering the church-school budget; housing and equip-

ment; selection and supervision of teachers; securing co-operation of the home.

PROFESSOR THOMPSON.

Course 14. Christian Doctrine.—A comprehensive survey of the cardinal truths of Christianity, as they are expressed and interpreted in the religious thought of the present age.

PROFESSOR ROWE.

Course 16. Christianity and World-Movements.—A survey and discussion of the historical background and modern development of significant world movements and of the relation of Christianity to those movements.

PROFESSOR ———.

ADDITIONAL INFORMATION

A matriculation fee of \$15.00 is due at the time of registration.

Students desiring room and board in the Sunday School Dormitory will write A. S. Dietrich, 810 Broadway, Nashville, Tennessee. Those desiring to room elsewhere will write to Ralph E. Nollner, Lake Junaluska, North Carolina.

All the sessions of the school will be held in the Sunday School Building at the west end of Lake Junaluska.

Academic matters will be in charge of the faculty of the School of Religion, Elbert Russell, Dean.

Those desiring further information concerning courses and conditions of work should address John Q. Schisler, General Sunday School Board, 810 Broadway, Nashville, Tennessee, or Paul N. Garber, Registrar, School of Religion, Duke University, Durham, North Carolina.

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